

ENGLISH LITERATURE: Long-Term Plan – Year 12

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group
 Ensuring that end points & NC/spec are covered
 Identifying what assessments are planned and when
 Ensuring whole school intent priorities to be planned for

YEAR 12 LITERATURE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Transition unit: 'The Awakening'	Pre-1900 poetry and 'A Room With a View'	Pre-1900 poetry and 'A Room With a View'	Shakespeare 'Othello' and Owen Sheers 'Skirrid Hill'	Shakespeare 'Othello' and Owen Sheers 'Skirrid Hill'	Finish 'Othello' NEA:
Unit length:	Half Term	2x Half Term	2x Half Term	2 x Half Term	2x Half Term	Half Term
Key concepts or themes:	<ul style="list-style-type: none"> • IDENTITY: struggle for identity • RELATIONSHIPS: Marriage, sex and desire • SOCIETY: other cultures 	<ul style="list-style-type: none"> • IDENTITY: • RELATIONSHIPS: Love through the Ages, marriage, sex and desire • SOCIETY: class and gender hierarchies 	<ul style="list-style-type: none"> • IDENTITY: Sex and desire • RELATIONSHIPS: Love through the Ages • SOCIETY: class and gender hierarchies 	<ul style="list-style-type: none"> • IDENTITY: Sex and desire, culture and heritage • RELATIONSHIPS: Love through the Ages and love in Modern times • SOCIETY: people and places 	<ul style="list-style-type: none"> • IDENTITY: Sex and desire, culture and heritage • RELATIONSHIPS: Love through the Ages and love in Modern times • SOCIETY: people and places 	
Knowledge/ Skills:	<p>AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>• AO2: Analyse ways in which meanings are shaped in literary texts.</p>	<p>AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>• AO2: Analyse ways in which meanings are shaped in literary texts.</p>	<p>AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>• AO2: Analyse ways in which meanings are shaped in literary texts.</p>	<p>AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>• AO2: Analyse ways in which meanings are shaped in literary texts.</p>	<p>AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>• AO2: Analyse ways in which meanings are shaped in literary texts.</p>	<p>AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>• AO2: Analyse ways in which meanings are shaped in literary texts.</p>

	<ul style="list-style-type: none"> • A03: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • A04: Explore connections across literary texts. • A05: Explore literary texts informed by different interpretations 	<ul style="list-style-type: none"> • A03: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • A04: Explore connections across literary texts. • A05: Explore literary texts informed by different interpretations 	<ul style="list-style-type: none"> • A03: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • A04: Explore connections across literary texts. • A05: Explore literary texts informed by different interpretations 	<ul style="list-style-type: none"> • A03: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • A04: Explore connections across literary texts. • A05: Explore literary texts informed by different interpretations 	<ul style="list-style-type: none"> • A03: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • A04: Explore connections across literary texts. • A05: Explore literary texts informed by different interpretations 	<ul style="list-style-type: none"> • A03: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • A04: Explore connections across literary texts. • A05: Explore literary texts informed by different interpretations
End points covered:	<p>To understand how writers use language, form and structure to engage and impact the audience.</p> <p>To understand how context influences writers.</p> <p>To understand the importance of the text as an example of early Feminist Literature.</p> <p>At least 'Straightforward and relevant' when analysing Literature texts (Band 3 of 5)</p>	<p>To understand how writers use language, form and structure to engage and impact the audience.</p> <p>To understand how context influences writers.</p> <p>To understand how to structure debate and analyse in a comparative essay.</p> <p>At least 'Coherent' when analysing Literature texts (Low Band 4)</p>	<p>To understand how writers use language, form and structure to engage and impact the audience.</p> <p>To understand how context influences writers.</p> <p>To understand how critical perspectives enhance different interpretations.</p> <p>To understand typical characteristics of a text to writer/genre/literary period.</p> <p>To understand how to structure debate and analyse in a comparative essay.</p>	<p>To understand how writers use language, form and structure to engage and impact the audience.</p> <p>To understand how context influences writers.</p> <p>To understand how critical perspectives enhance different interpretations.</p> <p>To understand typical characteristics of a text to writer/genre/literary period.</p> <p>To understand how to structure debate and analyse in a comparative essay.</p>	<p>To understand how writers use language, form and structure to engage and impact the reader/audience.</p> <p>To understand how context influences writers.</p> <p>To understand the text as a social comment.</p> <p>At least 'Coherent' when analysing Literature texts (Low Band 4)</p> <p>TRIAL EXAM READY.</p>	<p>.</p> <p>NEA TITLE AND TEXTS CONFIRMED</p>

			At least 'Coherent' when analysing Literature texts (Low Band 4) TRIAL EXAM READY.	At least 'Coherent' when analysing Literature texts (Low Band 4) TRIAL EXAM READY.		
NC/Spec coverage:	Paper 1 and 2 Background knowledge and skills practice ready for A Level	Lit paper 1: Love through the Ages pre 1900 poetry comparison with 'ARWAV' Q3	Lit paper 1: Love through the Ages pre 1900 poetry comparison with 'ARWAV' Q3	Lit paper 1: Love through the Ages 'Othello' Q1 Literature in Modern Times Paper 2, Q1	Lit paper 1: Love through the Ages 'Othello' Q1 Literature in Modern Times Paper 2, Q1	Lit paper 1: Love through the Ages 'Othello' Q1 NEA 20% final grade
Cross-curricular links:	History, sociology	History	History Drama	Drama Sociology	Drama Sociology	Drama
Assessments:	Examine the view that 'marriage is a constraining institution' 25 marks	Compare how the authors of two texts you have studied present ideas about romantic commitment. You must write about at least two poems in your answer. [25 marks]	How does Forster write about enduring love in 'A Room with a View'? [25 marks]	'Typically, texts about husbands and wives present marriage from a male point of view.' In the light of this view, discuss how Shakespeare presents the relationship between Othello and Desdemona in this extract and elsewhere in the play. [25 marks]	'In Skirrid Hill relationships are frail, fragile, falling apart.' Examine this view of Sheers' presentation of relationships in the collection. [25 marks] Lit Paper 1 Q 1 and 3: EOYT	NEA: outline proposal, choice of texts and essay title confirmed
Other school intent priorities						
New experiences – broadening horizons		Poetry Live event	Poetry Live event			Trip to the Globe Theatre

Developing character – <i>Kind, Hard Working, Successful</i>	Confidence in reading for meaning and interpretation	Confidence in expressing ideas in written and verbal communication Independence when reading and responding to texts	Confidence in reading for meaning and interpretation	Confidence in expressing ideas in written and verbal communication Independence when reading and responding to texts	Confidence in reading for meaning and interpretation	Confidence in expressing ideas in written and verbal communication Independence when researching, reading and responding to texts
Context specific need – diversity, inclusion; reading, literacy; mental health	Mental health: suicide prevention	Reading Literacy	Reading Literacy	Reading Literacy Diversity	Reading Literacy Diversity	Reading Literacy Diversity
Curriculum Careers - Gatsby 4						NEA: preparation for academic study at university. Research skills and academic essay writing with Harvard referencing.