<u>ENGLISH LITERATURE: Long-Term Plan – Year 12</u>



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 LITERA		school intent priorities to				
	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:	IDENTITY: struggle for identity RELATIONSHIPS: Marriage, sex and desire SOCIETY: other cultures	IDENTITY: RELATIONSHIPS: Love through the Ages, marriage, sex and desire SOCIETY: class and gender hierarchies	IDENTITY: Sex and desire RELATIONSHIPS: Love through the Ages SOCIETY: class and gender hierarchies	IDENTITY: Sex and desire, culture and heritage RELATIONSHIPS: Love through the Ages and love in Modern times SOCIETY: people and places	IDENTITY: Sex and desire, culture and heritage RELATIONSHIPS: Love through the Ages and love in Modern times SOCIETY: people and places	
Knowledge/ Skills:	AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • AO2: Analyse ways in which meanings are shaped in literary texts.	AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • AO2: Analyse ways in which meanings are shaped in literary texts.	AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • AO2: Analyse ways in which meanings are shaped in literary texts.	AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • AO2: Analyse ways in which meanings are shaped in literary texts.	AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • AO2: Analyse ways in which meanings are shaped in literary texts.	AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • AO2: Analyse ways in which meanings are shaped in literary texts.

• AO3: Demonstrate	 AO3: Demonstrate 	 AO3: Demonstrate 	 AO3: Demonstrate 	 AO3: Demonstrate 	 AO3: Demonstrate
understanding of the	understanding of the	understanding of the	understanding of the	understanding of the	understanding of the
significance and	significance and	significance and	significance and	significance and	significance and
influence of the	influence of the	influence of the	influence of the	influence of the	influence of the
contexts in which	contexts in which	contexts in which	contexts in which	contexts in which	contexts in which
literary texts are	literary texts are	literary texts are	literary texts are	literary texts are	literary texts are
written and received.	written and received.	written and received.	written and received.	written and received.	written and received.
• AO4: Explore	 AO4: Explore 	• AO4: Explore	• AO4: Explore	• AO4: Explore	 AO4: Explore
connections across	connections across	connections across	connections across	connections across	connections across
literary texts.	literary texts.	literary texts.	literary texts.	literary texts.	literary texts.
• AO5: Explore literary	• AO5: Explore literary	 AO5: Explore literary 	• AO5: Explore literary	• AO5: Explore literary	• AO5: Explore literary
texts informed by	texts informed by	texts informed by	texts informed by	texts informed by	texts informed by
different	different	different	different	different	different
interpretations	interpretations	interpretations	interpretations	interpretations	interpretations
To understand how	To understand how	To understand how	To understand how	To understand how	
writers use language,	writers use language,	writers use language,	writers use language,	writers use language,	
form and structure to	form and structure to	form and structure to	form and structure to	form and structure to	
engage and impact	engage and impact	engage and impact	engage and impact	engage and impact	
the audience.	the audience.	the audience.	the audience.	the reader/audience.	
To understand how	To understand how	To understand how	To understand how	To understand how	
context influences	context influences	context influences	context influences	context influences	
writers.	writers.	writers.	writers.	writers.	
To understand the	To understand how to	To understand how	To understand how	To understand the	
importance of the text	structure debate and	critical perspectives	critical perspectives	text as a social	
as an example of early	analyse in a	enhance different	enhance different	comment.	NEA TITLE AND TEXTS
Feminist Literature.	comparative essay.	interpretations.	interpretations.		CONFIRMED
		To understand typical	To understand typical		
		characteristics of a	characteristics of a		
At least	At least 'Coherent'	text to	text to	At least 'Coherent'	
'Straightforward and	when analysing	writer/genre/literary	writer/genre/literary	when analysing	
relevant' when	Literature texts (Low	period.	period.	Literature texts (Low	
analysing Literature	Band 4)	To understand how to	To understand how to	Band 4)	
texts (Band 3 of 5)		structure debate and	structure debate and		
		analyse in a	analyse in a	TRIAL EXAM READY.	
		comparative essay.	comparative essay.		
	influence of the contexts in which literary texts are written and received. • AO4: Explore connections across literary texts. • AO5: Explore literary texts informed by different interpretations To understand how writers use language, form and structure to engage and impact the audience. To understand how context influences writers. To understand the importance of the text as an example of early Feminist Literature. At least 'Straightforward and relevant' when analysing Literature	influence of the contexts in which literary texts are written and received. • AO4: Explore connections across literary texts. • AO5: Explore literary texts informed by different interpretations To understand how writers use language, form and structure to engage and impact the audience. To understand how context influences writers. 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			At least 'Coherent' when analysing Literature texts (Low Band 4)	At least 'Coherent' when analysing Literature texts (Low Band 4) TRIAL EXAM READY.		
			TRIAL EXAM READY.	I RIAL EXAIVI READY.		
NC/Spec coverage:	Paper 1 and 2 Background knowledge and skills practice ready for A	Lit paper 1: Love through the Ages pre 1900 poetry comparison with	Lit paper 1: Love through the Ages pre 1900 poetry comparison with	Lit paper 1: Love through the Ages 'Othello' Q1	Lit paper 1: Love through the Ages 'Othello' Q1	Lit paper 1: Love through the Ages 'Othello' Q1
	Level	'ARWAV' Q3	'ARWAV' Q3	Literature in Modern Times Paper 2, Q1	Literature in Modern Times Paper 2, 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 inte	ent priorities					
New experiences – broadening horizons		Poetry Live event	Poetry Live event			Trip to the Globe Theatre

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