

Subject Curriculum Overview by Term

Subject: English		Subject Leader: Julia Haynes	Year Group: 13	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Whole text: <i>Othello</i> by W Shakespeare Keats: selected poetry	<p>End point: Students will understand how to write analytically and comparatively about an advanced level text using different interpretations to inform their own viewpoints, using context to explore how texts are produced and received</p> <p>Drama:</p> <ul style="list-style-type: none"> Genre: tragedy and its conventions Explore structure of the tragedy Explore Othello as a tragic hero Historical representations of people of colour Identifying and explaining impact of blank verse Exploration of characterisation of Othello and Iago Characterisation of the female characters and social construction of gender Exploration of setting of Venice and Cyprus Exploration of the themes of jealousy, class, gender, race, power, revenge exploration of effect of language and creating a cogent argument in which this exploration is shaped purposefully and effectively exploration of how context can significantly affect the way literature can be created/received/understood/explored use of other critical viewpoints to develop argument and interpretation <p>Poetry:</p> <ul style="list-style-type: none"> Use of terminology and quotes exploration of effect of language and creating a cogent argument in which this exploration is shaped purposefully and effectively exploration of how context (bio, cultural, historical, literary) can significantly affect the way literature can be created/received/understood/explored explore the role of nature, art and poetry, romantic notion of the female, theme of suffering explore medieval, Hellenism and their influence 		Theoretical approaches: Feminist (de Beauvoir) New Historicist Male Gaze Post-structuralist Post-colonialism Shakespearean criticism Romanticism Transience Sublime Mutability Reason Rationality Sensation Imagination Transcendence Negative capability Universal truth Paradox Romanticism	<p>Formative ongoing assessment of knowledge using starters and plenaries. Timely feedback through peer/self-assessment using models and focused teacher marking.</p> <p>Summative assessment weekly essays and timed essays during test weeks. Marking focused on assessment objectives.</p>

Subject Curriculum Overview by Term

Subject: English		Subject Leader: Julia Haynes	Year Group: 13	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Revision: Streetcar Named Desire Handmaid's Tale Frankenstein Keats poetry Poetry of the Decade	<p>End point: Students will understand how to write analytically and critically about two advanced level texts using different interpretations to inform their own viewpoints, using context to explore how texts are produced and received</p> <ul style="list-style-type: none"> • Review of skills from previous units • Exploration of dramatic tension • Incorporation of the theatre and contemporary playwrights to argument • Consideration of cinematic interpretations of dramatic texts to inform own interpretation • Skilful and discriminating use of terminology and quotes • Increased consideration of nuances of meaning • Skilful exploration of effect of language, form and structure framed within a cogent argument in which this exploration is shaped purposefully and effectively • Skilful exploration of how context can significantly affect the way literature can be created/received/understood/explored: illuminating use of context • Exploration of the impact of Keats' letters on our view of poetry • Skilful use of other critical viewpoints to develop arguments • Skilful use of comparative discourse markers • Exploring significance of post-colonialism on Othello and its reception • Exploration of biblical allusions • The process needed to tackle unseen poetry 		Liminality Vision The Individual Negative capability Symbolism Villanelle Sonnet Eisthetic Ekthetic Pentameter Iambic, Trochaic, Anapaestic, Spondaic, Dactylic, Ictus, Hyperbeat, Wrenched, caesura Volta Shakespearean/Petrarchan/ Spenserian Sonnet Ode Humanism Hellenism Paganism Mutability	<p>Formative ongoing assessment of knowledge using starters and plenaries. Timely feedback through peer/self-assessment using models and focused teacher marking.</p> <p>Summative assessment weekly essays and timed essays during test weeks. Marking focused on assessment objectives</p> <p>Mock exams: Drama Poetry Prose</p>

Subject Curriculum Overview by Term

Subject: English		Subject Leader: Julia Haynes	Year Group: 13	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Revision: Streetcar Named Desire Handmaid's Tale Frankenstein Keats poetry Poetry of the Decade	<p>End point: Students will understand how to write analytically and critically about two advanced level texts using different interpretations to inform their own viewpoints, using context to explore how texts are produced and received</p> <ul style="list-style-type: none"> • Mastery of skilful exploration of effect of language framed within a cogent argument in which this exploration is shaped purposefully and effectively • Mastery of skilful exploration of how context can significantly affect the way literature can be created/received/understood/explored • Illuminating use of a range of context to explain nuanced explorations of meaning • Mastery of skilful use of other critical viewpoints to develop arguments • Mastery of skilful use of comparative discourse markers • Mastery of punctuation to enhance argument • Mastery of academic language • Mastery of cogent line of argument 		Stress Ictus Meta Modernism Post modernism Neo-classical Elegiac Lyrical Epic Pastoral Apostrophe The Self The critical reader Impressionistic Cadences/musicality/ lyrical stagecraft characterisation	<p>Formative on going assessment of knowledge using starters and plenaries. Timely feedback through peer/self-assessment using models and focused teacher marking.</p> <p>Summative assessment weekly essays and timed essays during test weeks. Marking focused on assessment objectives.</p> <p>Final exams. Prose 20% Drama 30% Poetry 30%</p> <p>N.E.A. Comparison of two texts worth 20% of final mark.</p>

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How parents can support learning in the subject this academic year

Watch adaptations of the texts we have covered at home.
 Discuss the wider themes of texts covered at home.
 Visit the library and discuss reading in order to encourage personal choice.
 Practise using a broad range of vocabulary.

Recommended Reading

<p>Drama: Try to read other works by William Shakespeare, especially the Tragedies, for literary context; the same goes for Tennessee Williams. To deepen your understanding of the shoulders they were standing on, read these classics as well – and consider reading the wealth of critical reading available about these authors. The Book of Genesis/The Psalms/The Song of Solomon/The Book of Matthew (in the New King James version of the Bible if you are interested in the language, otherwise use a modern translation) Dante Alighieri, <i>The Inferno</i> Aristophanes, <i>Lysistrata</i> Giovanni Battista Cinthio, <i>Otello</i> Euripides, <i>Medea</i> Sophocles, <i>Oedipus Rex</i> Lena Cowen Orlin (ed.), <i>The State of Play: Othello</i></p>	<p>Prose – fiction/non-fiction: To deepen your understanding of literary and historical context, try to read books which have explored the same themes as our key prose texts: Naomi Alderman, <i>The Power</i> Margaret Atwood, <i>In Other Worlds: SF and the Human Imagination</i> Simon de Beauvoir, <i>The Second Sex</i> Margaret Cavendish, <i>The Blazing World</i> Michael Crichton, <i>Jurassic Park</i> Germaine Greer, <i>The Female Eunuch</i> Jacqueline Harpman, <i>I Who Have Never Known Men</i> Kazuo Ishiguro, <i>Never Let Me Go</i> Richard Mathieson, <i>I am Legend</i> Ana Sampson, <i>She is Fierce</i> (poetry, but fits with our prose themes!) H. G. Wells, <i>The Time Machine/The War of the Worlds</i></p>	<p>Poetry: To understand Keats' appeal, it is important to consider the cultural riches he drew on in his work. It is worth reading writers whose works Keats would have been familiar with, e.g.: Homer's <i>Iliad</i> Ovid, <i>Metamorphoses</i> John Milton, <i>Paradise Lost</i> Thomas Moore, <i>Irish Melodies</i> Edmund Spenser, <i>The Faerie Queen</i> Andrew Tooke, <i>Pantheon</i> Virgil, <i>Eclogues</i> There is also a wealth of critical reading about Keats that will inform your own knowledge of his work: Jane Campion (ed.), <i>So Bright and Delicate: Love Letters and Poems of John Keats</i> Andrew Motion, <i>Keats</i></p>
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Points to note

We will seek to give students the opportunity to see plays and texts in action at the theatre.
 Students will be involved in poet and author visits throughout the year.