

Year 12 English Literature Disciplines

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------|--|---|--|---|---|--|
| Topics | <p><i>Focus:</i> Poetry- Poems of the Decade</p> <p>Drama- Dr Faustus Introduction and acts I-II</p> <p>Prose- Dracula Context and Introduction</p> | <p><i>Focus:</i> Poetry- Poems of the Decade</p> <p>Drama- Dr Faustus Acts III-IV</p> <p>Prose Dracula</p> | <p><i>Focus:</i> Poetry- Poems of the Decade</p> <p>Drama- Dr Faustus- Act V</p> <p>Prose- Introduction to Supernatural conceits and Beloved</p> | <p><i>Focus:</i> Poetry- Unseen and comparison</p> <p>Drama- Shakespeare introduction and Critical Theory</p> <p>Prose- Beloved section 1</p> | <p><i>Focus:</i> Poetry- unseen and exam preparation</p> <p>Drama- Othello Acts I-III</p> <p>Prose- Beloved section 2</p> | <p><i>Focus:</i> Poetry- Movement Introduction and context</p> <p>Drama- Othello Acts IV-V</p> <p>Prose- Beloved- complete section 3 and Dracula comparisons</p> |
| Assessments | <p>Drama – ‘An individual at odds with the world around him...’</p> <p>Poetry – Eat Me or Pampas Grass analysis</p> <p>Prose – ‘Stoker establishes a persistent supernatural theme...’</p> | <p>Drama – ‘Explore Marlowe’s presentation of the relationship between Faustus and Mephistopheles...’</p> <p>Poetry – Based on class so subject to change, but comparison of e.g. To my nine year old... and History’</p> <p>Prose – ‘The theme of the supernatural and the role of women...’</p> | <p>Drama – Explore Marlowe’s presentation of the protagonist’s final hours in Dr Faustus.</p> <p>Poetry – tbc</p> <p>Prose – tbc</p> | <p>Drama – tbc</p> <p>Poetry – tbc</p> <p>Prose – tbc</p> | <p>Drama – Summer Mock Exam Faustus</p> <p>Poetry – Summer Mock Exams Decade and Unseen</p> <p>Prose – Exam Revision</p> | <p>Drama – tbc</p> <p>Poetry – tbc</p> <p>Prose – ‘Destructive effects of the Supernatural’</p> |
| Building on Prior Learning | <p>Substantive Knowledge: From GCSE students will be familiar with Shakespeare’s language and contextual elements, such as theatre layouts, class and social hierarchy etc. They will have knowledge of poetry form and poetry terms and they will have read books such as Blood Brothers (or Boys Don’t Cry) and considered them in light of the context.</p> <p>Disciplinary/procedural Knowledge: From GCSE onwards students will be familiar and confident with most key terminology around the Literature disciplines but will continue to build on this. They will learn how to analyse texts individually, in groups and in discussions as a class.</p> | | | | | |
| Cultural Capital | <p>Students will learn about the cultural and contextual links in Shakespeare and Faustus, more current issues and concerns in the Poems of the Decade and Movement Collection and Black History through the text of Beloved.</p> | | | | | |
| Mastery | <p>In terms of mastery, students will write straightforward, competent and clear responses, employing terminology generally appropriately, moving towards well-structured, coherent and detailed responses, employing terminology accurately and consistently.</p> | | | | | |
| Development of Character | <p>Year 12 Literature is a great chance to explore how to discuss and argue perspectives and viewpoints whilst maintaining respect and learning from other’s viewpoints. It also encourages students to analyse and critique the work of writers.</p> | | | | | |
| Extra-Curricular Opportunities | <p>In School: Book club including regular library visits, Debate society, Friday Films, Sixth-form Film club, External Poetry Competition (Young Writers) and internal house competition.</p> <p>Outside of School: regular theatre visits to Birmingham REP, Hippodrome, Malvern and RSC. Other opportunities advertised (writing competitions, volunteering opportunities) through school Hub and tutor programme.</p> | | | | | |
| Metacognitive Learning | <p>Metacognitive learning will build as students learn, through expert modelling, discussion, reflection and feedback. They will also develop further their critical ability around the links between texts and contexts. Students will set personal targets based on strengths and areas for development and use feedback to plan for success in future assessments.</p> | | | | | |