

KS5 Long Term Plan

Subject: English Literature

Exam Board: OCR



Statement of Intent

A Level Literature encourages students to develop their interest in reading and enjoyment of literature and literary studies. We aim to give them opportunities to:

- read widely and independently all set texts and other supportive reading
- engage critically and creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation in writing
- explore the contexts of the texts they are reading and others' interpretations. This is across different time periods.

We introduce our students to a variety of literary theory including, psychoanalytical, feminist and socio-economic readings.

They learn to write in a highly academic register and critical style.

They learn to formulate their own literary arguments using critics of different time periods to support their arguments.

Literature enables students to become more insightful about the world around them and become true academics – an excellent skill for further education and employment. Students who study English Literature, thoroughly enjoy it and really develop academically over a two year period.

Statement of Implementation

Our texts are carefully selected to engage and inspire our students.

For Paper 1 – we study Shakespeare's Hamlet, the C19th Poetry of Christina Rossetti and Ibsen's A Doll's House

For paper 2 – we study The Gothic: Frankenstein and Angela Carter's The Bloody Chamber.

We also use the poetry of Sylvia Plath, The Crucible and Never Let Me Go for our coursework units.

These texts present opportunities for fantastic discussion in tutorial style lessons.

We really push our students to think and apply beyond their own expectations and develop as young adults, ready for life after school.

Our lessons:

- Open discussion
- Tutorial style
- Provide exemplar material and modelling to aid progress
- Student presentations
- Group / pair work
- Debates
- Writing practice
- Active reading and performance reading
- Outside research
- Experiencing plays and other performance relevant to text

| Term | Topics Covered (Date completed by and number of lessons) | Skills/AOs/interleaved content | Assessment (date and nature of assessment) |
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| Yr 12 Autumn 1 | <p>Introduction to Drama (3 weeks) (teacher 1) JWL</p> <p>Introduction to Literature (3 weeks) (teacher 2) RPR</p> <p>Paper 1</p> <p>Shakespeare (Hamlet) (4 weeks) (teacher 1) JWL</p> <p>Drama and poetry pre-1900 (Henrik Ibsen: A Doll's House) (4 weeks) (teacher 2) RPR</p> | <p>Hamlet: 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>AO5 - Explore literary texts informed by different interpretations</p> <p>A Doll's House: AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p> <p>AO4 Explore connections across literary texts. (N/A)</p> <p>AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO5 - Explore literary texts informed by different interpretations</p> | <p>At least 2 blue books assessments</p> <p>At least 2 long-form homework tasks which will be formally assessed and kept in assessment folder</p> |
| Yr 12 Autumn 2 | <p>Paper 2</p> <p>Close reading in chosen topic area (The Gothic) (7 weeks) (teacher 2) RPR</p> <p>Shakespeare (Hamlet) (7 weeks) (teacher 1) JWL</p> | <p>Gothic Unseen: AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO3 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>AO2 - Analyse ways in which meanings are shaped in literary texts</p> <p>Hamlet: 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>AO5 - Explore literary texts informed by different interpretations</p> | <p>At least 2 blue books assessments</p> <p>At least 2 long-form homework tasks which will be formally assessed and kept in assessment folder</p> |
| Yr 12 Spring 1 | <p>Paper 1</p> <p>Comparative and contextual study from chosen topic area (Angela Carter: The Bloody Chamber and Other Stories) (6 weeks) (teacher 1) JWL</p> <p>Drama and poetry pre-1900 (Christina Rossetti: Selected Poems*) (6 weeks) (teacher 2) RPR</p> | <p>The Bloody Chamber: AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO3 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>AO5 Explore literary texts informed by different interpretations</p> <p>AO4 - Explore connections across literary texts (N/A)</p> <p>The Poetry of Christina Rossetti: AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p> <p>AO4 Explore connections across literary texts. (N/A)</p> | <p>At least 2 blue books assessments</p> <p>At least 2 long-form homework tasks which will be formally assessed and kept in assessment folder</p> |

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| | | <p>AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO5 - Explore literary texts informed by different interpretations</p> | |
| <p>Yr 12 Spring 2</p> | <p>Paper 2</p> <p>Close reading in chosen topic area (The Gothic) (6 weeks) (teacher 2) RPR</p> <p>Comparative and contextual study from chosen topic area (Angela Carter: The Bloody Chamber and Other Stories) (6 weeks) (teacher 1) JWL</p> | <p>Gothic Unseen: AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO3 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>AO2 - Analyse ways in which meanings are shaped in literary texts</p> <p>The Bloody Chamber: AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO3 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>AO5 Explore literary texts informed by different interpretations</p> <p>AO4 - Explore connections across literary texts (N/A)</p> | <p>At least 2 blue books assessments</p> <p>At least 2 long-form homework tasks which will be formally assessed and kept in assessment folder</p> |
| <p>Yr 12 Summer 1</p> | <p>Exam Revision and Coursework</p> <p>Revision for Paper 2: Section B – The Bloody Chamber (2 weeks) (teacher 1) JWL</p> <p>Revision for Paper 2: Section A – Gothic Unseen (2 weeks) (teacher 1) RPR</p> <p>Close reading (4 weeks) (teacher 1) JWL</p> <p>Comparative essay (4 weeks) (teacher 2) RPR</p> | <p>The Bloody Chamber: AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO3 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>AO5 Explore literary texts informed by different interpretations</p> <p>AO4 - Explore connections across literary texts (N/A)</p> <p>Gothic Unseen: AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO3 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>AO2 - Analyse ways in which meanings are shaped in literary texts</p> <p>Poetry of Sylvia Plath Coursework:</p> <p>AO1: Excellent understanding of selected passage and its place in the wider text.</p> <ul style="list-style-type: none"> • Consistently fluent and accurate writing in appropriate register. • Critical concepts and terminology used accurately and consistently. • Well-structured, coherent argument consistently developed. <p>AO2: Well-developed and consistently detailed discussion of ways in which</p> | <p>Mock exam Literature Paper 2</p> <p>Production of coursework.</p> <p>At least 2 long-form homework tasks which will be formally assessed and kept in assessment folder</p> |

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| | | <p>language, form and structure in selected passage shape meanings.</p> <ul style="list-style-type: none"> • Consistently focused and precise use of analytical methods. • Consistently effective use of quotations and references, critically addressed, blended into discussion. <p>‘Never Let Me Go’ comparison to ‘The Crucible’ Coursework:</p> <p>AO1: Excellent and consistently detailed understanding of two texts and task undertaken.</p> <ul style="list-style-type: none"> • Consistently fluent and accurate writing in appropriate register. • Critical concepts and terminology used accurately and confidently. • Well-structured, coherent argument, consistently developed. <p>AO2: Consistently coherent discussion of ways in which language, form and structure shape meanings, contributing to development of argument.</p> <ul style="list-style-type: none"> • Consistently focused and precise use of analytical methods. • Consistently effective use of quotations and references, blended into discussion. <p>AO3: Consistently well-developed and detailed understanding of the significance and influence of the contexts in which literary texts are written and received, as appropriate to the task.</p> <p>AO4: Excellent and consistently detailed purposeful exploration of connections between texts.</p> <p>AO5: Excellent and consistently detailed exploration of different readings or ways of reading the texts.</p> | |
| Yr 12 Summer 2 | <u>Coursework</u> | Coursework: All AOs as above | Production of coursework |

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| | <p><u>Coursework</u></p> <p>Close reading (6 weeks) (teacher 1) JWL</p> <p>Comparative essay (6 weeks) (teacher 2) RPR</p> | | <p>At least 1 blue book assessment</p> <p>At least 2 long-form homework tasks which will be formally assessed and kept in assessment folder</p> |
| Yr 13 Autumn 1 | <p><u>Paper 1</u></p> <p>Shakespeare (Hamlet) (7 weeks) (teacher 1) JWL</p> <p>Drama and poetry pre-1900 (Henrik Ibsen: A Doll's House and Christina Rossetti: Selected Poems) (7 weeks) (teacher 2) RPR</p> | <p>Hamlet: 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 AO5 - Explore literary texts informed by different interpretations</p> <p>A Doll's House Comparison to The Poetry of Christina Rossetti: AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. AO4 Explore connections across literary texts. AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO5 - Explore literary texts informed by different interpretations</p> | <p>PPEs in last week of Autumn 1</p> <p>At least 1 blue book assessment</p> <p>At least 2 long-form homework tasks which will be formally assessed and kept in assessment folder</p> |
| Yr 13 Autumn 2 | <p><u>Paper 2</u></p> <p>Close reading in chosen topic area (The Gothic) (7 weeks) (teacher 2) RPR</p> <p>Comparative and contextual study from chosen topic area (Angela Carter: The Bloody Chamber and Other Stories and Mary Shelley: Frankenstein) (7 weeks) (teacher 1) JWL</p> | <p>Gothic Unseen: AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO3 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO2 - Analyse ways in which meanings are shaped in literary texts</p> <p>The Bloody Chamber Comparison to Frankenstein: AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO3 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO5 Explore literary texts informed by different interpretations AO4 - Explore connections across literary texts</p> | <p>PPEs in first week of Autumn 2</p> <p>At least 2 long-form homework tasks which will be formally assessed and kept in assessment folder</p> |
| Yr 13 Spring 1 | <p><u>Paper 2</u></p> <p>Close reading in chosen topic area (The Gothic) (6 weeks) (teacher 2) RPR</p> <p>Comparative and contextual study from chosen topic area (Angela</p> | <p>Gothic Unseen: AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO3 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO2 - Analyse ways in which meanings are shaped in literary texts</p> | <p>PPEs in last week of Spring 1</p> <p>At least 1 blue book assessment</p> <p>At least 2 long-form homework tasks which will be formally</p> |

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| | <p>Carter: The Bloody Chamber and Other Stories and Mary Shelley: Frankenstein) (6 weeks) (teacher 1) JSA</p> | <p>The Bloody Chamber Comparison to Frankenstein: AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO3 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO5 Explore literary texts informed by different interpretations AO4 - Explore connections across literary texts</p> | <p>assessed and kept in assessment folder</p> |
| <p>Yr 13 Spring 2</p> | <p>Paper 1 Shakespeare (Hamlet) (6 weeks) (teacher 1) JSA Drama and poetry pre-1900 (Henrik Ibsen: A Doll's House and Christina Rossetti: Selected Poems) (6 weeks) (teacher 2) RPR</p> | <p>Hamlet: 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 AO5 - Explore literary texts informed by different interpretations</p> <p>A Doll's House Comparison to The Poetry of Christina Rossetti: AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. AO4 Explore connections across literary texts. AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO5 - Explore literary texts informed by different interpretations</p> | <p>PPEs in first week of Spring 2</p> <p>At least 2 long-form homework tasks which will be formally assessed and kept in assessment folder</p> |
| <p>Yr 13 Summer 1</p> | <p>Revision of all modules (6 weeks) (Class teacher)</p> | <p>Paper 1: Hamlet: 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 AO5 - Explore literary texts informed by different interpretations</p> <p>A Doll's House Comparison to The Poetry of Christina Rossetti: AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. AO4 Explore connections across literary texts. AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO5 - Explore literary texts informed by different interpretations</p> | <p>At least 2 blue books assessments</p> <p>At least 2 long-form homework tasks which will be formally assessed and kept in assessment folder</p> |

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| | | <p>Paper 2:</p> <p>Gothic Unseen: AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO3 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO2 - Analyse ways in which meanings are shaped in literary texts</p> <p>The Bloody Chamber Comparison to Frankenstein:</p> <p>AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO3 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO5 Explore literary texts informed by different interpretations AO4 - Explore connections across literary texts</p> | |
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