

**Archbishop Beck Catholic College Long Term Plan for A level Physical Education**

**Year 12 English Literature**

<b>Autumn Half Term 1</b>	<b>Half Term 2</b>	<b>Key Vocabulary/Reading Opportunities</b>	
<p><b><u>Tragedy</u></b></p> <p><i>Othello</i> by William Shakespeare</p> <p><i>Tess of the d'Urbervilles</i> by Thomas Hardy</p> <p>Key terminology, context, analysis, characterisation, tragic conventions, themes and motifs, setting, symbolism. AO1, AO2, AO3, AO4, AO5</p> <p><b><u>AP1 Assessment</u></b></p>	<p><b><u>Tragedy</u></b></p> <p><i>Othello</i> by William Shakespeare.</p> <p><i>Tess of the d'Urbervilles</i> by Thomas Hardy</p> <p>Tragic structure and conventions.</p> <p>AO1, AO2, AO3, AO4, AO5</p> <p><b><u>AP 2 Assessment</u></b></p>	<p>Hubris Hamartia Fatal flaw Soliloquy Tragedy Fate Rural Idyllic Tainted Purity Hypocrisy Double standards Social mores Morality Respectability Ancient Environment Transcend Evocative Timelessness</p>	<p>Agricultural Juxtaposition Symbolism Innocence Predatory Conservative Antiquity Virtue Modernity Feckless Aristocratic Industry Justice Judgement Religion</p> <p>Casebook essays King Lear extracts</p>

Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities	
<p><b><u>Tragedy</u></b> Anthology of Thomas Hardy poetry.</p> <p><i>Death of a Salesman</i> by Arthur Miller. Key terminology, context, analysis, characterisation, tragic conventions, themes and motifs, setting, symbolism, poetic techniques.</p> <p><i>Tess of the d'Urbervilles</i> and <i>Othello</i> consolidation and extract work. AO1, AO2, AO3, AO4, AO5</p>	<p>Exam technique, timings, quote consolidation.</p> <p><b><u>Tragedy</u></b> <i>Death of a Salesman</i> and Hardy poetry - key focus.</p> <p>AO1, AO2, AO3, AO4, AO5</p> <p><b><u>AP3 Assessment</u></b></p>	<p>Caesura Enjambment End stopped Stanza Poignant Regret Loss Shame Society Power Judgement Norms Values Grief Inevitability</p>	<p>Juxtaposition Rhythm Rhyme Faltering Personified Conflict Jaunty Acceptance Nostalgia Romanticised Sombre Tragic Tragedy Intensity Memory</p>
Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities	
<p>Consolidation of both units and papers. Essay structure. Exam preparation. Timed responses. Quote review. AO1, AO2, AO3, AO4, AO5</p>	<p><b><u>NEA</u></b></p> <p>Exploration of critical theory stemming from AQA critical anthology. Students undertake independent reading and research to select their route of enquiry.</p>	<p>Elegiac Dispassionate Journey Parallel Pathetic fallacy Tone Relentless Jovial Oxymoron</p>	<p>Paradoxical Solace Trauma Urgency Weariness Finality</p> <p>Independent choices stemming from critical anthology and wider reading.</p>

## Year 12

<b>Wider learning experiences to support this A Level</b>	<b>Learning Characteristics instilled in the curriculum</b>	<b>Career Opportunities</b>
<ul style="list-style-type: none"><li>• University links</li><li>• Online lectures</li><li>• RSC materials</li><li>• Focus on study skills</li><li>• Articles, published essays and journals</li></ul>	<p><b>Confidence</b> - Ongoing emphasis on independence within the units to develop confidence in evaluation and analytical skills at a higher level.</p> <p><b>Positive</b>- Discussion led lessons and use of praise. Engaging students through a variety of texts and source materials. Emphasis on reading for pleasure outside of course.</p> <p><b>Resilience</b>- Use of success criteria, modelled responses and support resources to build confidence in achieving potential. Individual mentoring to provide specific targets. Use of 'close the gap' tasks.</p>	<ul style="list-style-type: none"><li>• Work experience with KS3</li><li>• University visits</li><li>• Focus on journalism and media links</li><li>• Links to performance and theatre</li><li>• Academia</li><li>• Teaching</li></ul>

### **Metacognition Methods applied in Teaching**

- Consolidation exercise at the beginning of every lesson to revisit prior learning.
- Give sufficient thinking time during discussions.
- Split topics into appropriate chunks depending on student ability to reduce cognitive overload.
- Variation of teaching styles
- Modelling of extended questions
- Valiant vocabulary highlighted in notes and through exam mark schemes and consolidation tasks.
- Independent learning tasks.
- Wider reading

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**Year 13 English Literature**

<b>Autumn Half Term 1</b>	<b>Half Term 2</b>	<b>Key Vocabulary/Reading Opportunities</b>	
<p>Topic Areas to be covered:</p> <p><b><u>Social protest and political</u></b>  <i>Songs of Innocence and Songs of Experience</i> by William Blake</p> <p><i>The Kite Runner</i> by Khaled Hosseini</p> <p><b><u>NEA</u></b>                      Ongoing non exam assessment - independent text selection utilising critical anthology.                      AO1, AO2, AO3, AO4, AO5</p> <p><b><u>AP1 Assessment</u></b></p>	<p>Topic Areas to be covered:</p> <p><b><u>Social protest and political</u></b>  <i>Songs of Innocence and Songs of Experience</i> by William Blake</p> <p><i>The Kite Runner</i> by Khaled Hosseini</p> <p><b><u>Tragedy</u></b>  <i>Tess of the d'Urbervilles</i>                      consolidation for Section C</p> <p>AO1, AO2, AO3, AO4, AO5</p> <p><b><u>AP 2 Assessment</u></b></p>	<p>Power dynamics                      Oppression                      Unrest                      Climate                      Backdrop                      Conflict                      Government                      Class                      Status                      Society                      Tyranny                      Juxtaposition                      Redemption                      Microcosm                      Domestic                      Scale                      Representation                      Crisis                      Victim                      Perpetrators                      Servitude                      Regime</p>	<p>Dispossessed                      Organised religion                      Fundamentalist                      Cathartic</p> <p>Poetry of W.H. Auden</p> <p><i>Bleak House</i> by Charles Dickens</p> <p><i>Harvest</i> by Jim Crace</p> <p><i>To Kill a Mockingbird</i> by Harper Lee</p> <p><i>1984</i> by George Orwell</p>

Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities	
<p><u>Social protest and political</u> <i>The Handmaid's Tale</i> by Margaret Atwood</p> <p><u>Tragedy</u> <i>Othello</i> consolidation and extract work for Section A and B</p> <p>AO1, AO2, AO3, AO4, AO5</p>	<p><u>Social protest and political</u> Unseen extract focus Group planning tasks Exam technique</p> <p><u>Tragedy</u> <i>Death of a Salesman</i> consolidation for Section C</p> <p>AO1, AO2, AO3, AO4, AO5</p> <p><u>AP3 Assessment</u></p>	<p>Divisive Retribution Coercion Totalitarian Tyrannical Tyrant Dictator Biased Unassuming Infamous Invaluable Electorate Candidate Constituency Fiscal Federal Fugitive</p>	<p>Distaste Patriot Apathy Apathetic Disillusioned Delusional Democratic Treasury Repellent</p> <p><i>All My Sons</i> by Arthur Miller <i>The Mayor of Casterbridge</i> by Thomas Hardy <i>A Thousand Splendid Sons</i> by Khaled Hosseini</p>
Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities	
<p>Consolidation of both units - tragedy and social protest. Exam preparation. Structuring arguments Timed responses. Quote review. AO1, AO2, AO3, AO4, AO5</p>	<p>Examination period.</p>	<p>All contentment and books mentioned previously.</p>	

## Year 12

Wider learning experiences to support this A Level	Learning Characteristics instilled in the curriculum	Career Opportunities
<ul style="list-style-type: none"><li>• Academic articles</li><li>• 'Casebook' series</li><li>• Paired reading opportunities</li><li>• Reading suggestions, reviews and enriching extracts to broaden reading horizons.</li><li>• Use of literary research papers, journals and academic essays.</li></ul>	<p><b>Confidence</b>- Ongoing emphasis on independence within the units to develop confidence in evaluation and analytical skills at a higher level.</p> <p><b>Positive</b>- Discussion led lessons and use of praise. Engaging students through a variety of texts and source materials. Emphasis on reading for pleasure outside of course.</p> <p><b>Resilience</b>-Use of success criteria, modelled responses and support resources to build confidence in achieving potential. Individual mentoring to provide specific targets. Use of 'close the gap' tasks.</p>	<ul style="list-style-type: none"><li>• Work experience with KS3</li><li>• University visits</li><li>• Focus on journalism and media links</li><li>• Links to performance and theatre</li><li>• Academia</li><li>• Teaching</li></ul>

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