

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

Year 12 English Literature

Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p><u>Tragedy</u> <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><u>AP1 Assessment</u></p>	<p><u>Tragedy</u> <i>Othello</i> by William Shakespeare.</p> <p><i>Tess of the d'Urbervilles</i> by Thomas Hardy</p> <p>Tragic structure and conventions. AO1, AO2, AO3, AO4, AO5</p> <p><u>AP 2 Assessment</u></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 Agricultural Juxtaposition Symbolism Innocence Predatory</p>

		Conservative Antiquity Virtue Modernity Feckless Aristocratic Industry Justice Judgement Religion Casebook essays King Lear extracts
Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities
<u>Tragedy</u> Anthology of Thomas Hardy poetry. <i>Death of a Salesman</i> by Arthur Miller. Key terminology, context, analysis, characterisation, tragic conventions, themes and motifs, setting, symbolism, poetic techniques. <i>Tess of the d'Urbervilles</i> and <i>Othello</i> consolidation and extract work. AO1, AO2, AO3, AO4, AO5	Exam technique, timings, quote consolidation. <u>Tragedy</u> <i>Death of a Salesman</i> and Hardy poetry - key focus. AO1, AO2, AO3, AO4, AO5 <u>AP3 Assessment</u>	Caesura Enjambment End stopped Stanza Poignant Regret Loss Shame Society Power Judgement Norms Values Grief Inevitability

		Juxtaposition Rhythm Rhyme Faltering Personified Conflict Jaunty Acceptance Nostalgia Romanticised Sombre Tragic Tragedy Intensity Memory
Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities
Consolidation of both units and papers. Essay structure. Exam preparation. Timed responses. Quote review. AO1, AO2, AO3, AO4, AO5	<u>NEA</u> Exploration of critical theory stemming from AQA critical anthology. Students undertake independent reading and research to select their route of enquiry.	Elegiac Dispassionate Journey Parallel Pathetic fallacy Tone Relentless Jovial Oxymoron Paradoxical Solace Trauma Urgency Weariness

		Finality Independent choices stemming from critical anthology and wider reading.
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Year 12

Wider learning experiences to support this A Level	Learning Characteristics instilled in the curriculum	Career Opportunities
<ul style="list-style-type: none"> • University links • Online lectures • RSC materials • Focus on study skills • Articles, published essays and journals 	Confidence Positive Resilience	<ul style="list-style-type: none"> • Work experience with KS3 • University visits • Focus on journalism and media links • Links to performance and theatre • Academia • Teaching

Metacognition Methods applied in Teaching
<ul style="list-style-type: none"> • 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

