

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

Year 13 English Literature

Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p>Topic Areas to be covered:</p> <p><u>Social protest and political</u>  <i>Songs of Innocence and Songs of Experience</i> by William Blake</p> <p><i>The Kite Runner</i> by Khaled Hosseini</p> <p><u>NEA</u>                      Ongoing non exam assessment – independent text selection utilising critical anthology.                      AO1, AO2, AO3, AO4, AO5</p> <p><u>AP1 Assessment</u></p>	<p>Topic Areas to be covered:</p> <p><u>Social protest and political</u>  <i>Songs of Innocence and Songs of Experience</i> by William Blake</p> <p><i>The Kite Runner</i> by Khaled Hosseini</p> <p><u>Tragedy</u>  <i>Tess of the d'Urbervilles</i>                      consolidation for Section C                      AO1, AO2, AO3, AO4, AO5</p> <p><u>AP 2 Assessment</u></p>	<p>Power dynamics</p> <p>Oppression</p> <p>Unrest</p> <p>Climate</p> <p>Backdrop</p> <p>Conflict</p> <p>Government</p> <p>Class</p> <p>Status</p> <p>Society</p> <p>Tyranny</p> <p>Juxtaposition</p> <p>Redemption</p> <p>Microcosm</p> <p>Domestic</p> <p>Scale</p> <p>Representation</p> <p>Crisis</p> <p>Victim</p> <p>Perpetrators</p> <p>Servitude</p> <p>Regime</p> <p>Dispossessed</p> <p>Organised religion</p>

		<p>Fundamentalist Cathartic</p> <ul style="list-style-type: none"> <li>• Poetry of W.H. Auden</li> <li>• <i>Bleak House</i> by Charles Dickens</li> <li>• <i>Harvest</i> by Jim Crace</li> <li>• <i>To Kill a Mockingbird</i> by Harper Lee</li> <li>• <i>1984</i> by George Orwell</li> </ul>
<b>Spring Half Term 3</b>	<b>Half Term 4</b>	<b>Key Vocabulary/Reading Opportunities</b>
<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 AO1, AO2, AO3, AO4, AO5</p>	<p><u>Social protest and political</u> Unseen extract focus Group planning tasks Exam technique <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 Democratic Treasury</p>

		<p>Federal Fugitive Repellent Distaste Patriot Apathy Apathetic Disillusioned Delusional</p> <ul style="list-style-type: none"> <li>• <i>All My Sons</i> by Arthur Miller</li> <li>• <i>The Mayor of Casterbridge</i> by Thomas Hardy</li> <li>• <i>A Thousand Splendid Sons</i> by Khaled Hosseini</li> </ul>
<b>Summer Half Term 5</b>	<b>Half Term 6</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Consolidation of both units - tragedy and social protest. Exam preparation. Structuring arguments Timed responses. Quote review. AO1, AO2, AO3, AO4, AO5</p> <p><i>Consolidation of topics from information from assessments in all areas.</i></p>	<u>N/A</u>	

## 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>	<b>Confidence</b>  <b>Positive</b>  <b>Resilience</b>	<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
<ul style="list-style-type: none"><li>• Consolidation exercise at the beginning of every lesson to revisit prior learning.</li><li>• Give sufficient thinking time during discussions.</li><li>• Split topics into appropriate chunks depending on student ability to reduce cognitive overload.</li><li>• Variation of teaching styles</li><li>• Modelling of extended questions</li><li>• Valiant vocabulary highlighted in notes and through exam mark schemes and consolidation tasks.</li><li>• Independent learning tasks.</li><li>• Wider reading.</li></ul>

