

Archbishop Beck Catholic College Long Term Plan for A level English Literature

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>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>AP1 assessment</u></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 Dispossessed Organised religion</p>

		<p>Fundamentalist Cathartic</p> <ul style="list-style-type: none"> • Poetry of W.H. Auden • <i>Bleak House</i> by Charles Dickens • <i>Harvest</i> by Jim Crace • <i>To Kill a Mockingbird</i> by Harper Lee • <i>1984</i> by George Orwell
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 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>AP2 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"> • <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
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><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">• Academic articles• 'Casebook' series• Paired reading opportunities• Reading suggestions, reviews and enriching extracts to broaden reading horizons.• Use of literary research papers, journals and academic essays.	<p>Confidence</p> <p>Positive</p> <p>Resilience</p>	<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.

