

## HALF TERM 5 CURRICULUM CONTENT – KS5 English

### Year 12 – Pre-1900 Poetry & The Great Gatsby

#### Intent statement:

This unit is intended to further develop students' understanding of comparative writing skills, specifically comparing pre-1900 poetry & The Great Gatsby. Bringing together their knowledge of comparison skills, pupils are now refining their ability to identify similarities and differences across different forms of writing. At A-Level, it is vital that students develop the ability to present a clearly articulated argument that demonstrates their awareness of how texts have different contexts of production that influence not only their style but also their content, and that texts can be traditional, subversive or even ambiguous in their often-didactic messages. Crucial to an enhanced understanding of these two texts, students must examine if and how representations of relationships and love have changed across time, as well as the reasons why.

<b>Topic</b>	AQA Love Through the Ages (Pre-1900 poems) and The Great Gatsby by F Scott Fitzgerald
<b>Prior knowledge / skills</b>	<ul style="list-style-type: none"><li>● Understanding how to annotate a poem and a novel</li><li>● Familiarity with generic conventions of poetry and novels</li><li>● Comparing aspects of texts</li><li>● Writing extended compositions comparing poetry and prose</li></ul>
<b>Key skills</b>	<ul style="list-style-type: none"><li>● Comparing aspects of (literary attitudes towards and treatment of) love across time in a prose text and poetry anthology</li><li>● Exploring literary presentations of the same theme in different types of texts and consider how a/typical those presentations are</li></ul>
<b>Foundation words</b>	<ol style="list-style-type: none"><li>1. Promote</li><li>2. Expensive</li><li>3. Possession</li><li>4. Possessive</li><li>5. Alleged</li><li>6. Eliminate</li><li>7. Illegal</li><li>8. Cold-blooded</li><li>9. Condemn</li><li>10. Condemnation</li></ol>
<b>Targeted words</b>	<ol style="list-style-type: none"><li>1. Commodity</li><li>2. Commodification (of love)</li><li>3. Disaffection</li><li>4. Ravenous</li></ol>

	<ol style="list-style-type: none"> <li>5. Unscrupulous</li> <li>6. Brazen</li> <li>7. Unflattering</li> <li>8. Spurned</li> <li>9. Dejected</li> <li>10. Abandonment</li> </ol>
<b>Specialist words</b>	<ol style="list-style-type: none"> <li>1. Socioeconomic status</li> <li>2. Capitalism's repressive ideology</li> <li>3. Counter-movement</li> <li>4. Marxist perspective</li> <li>5. Anti-hegemonic construction</li> <li>6. Feminist discourse</li> <li>7. Bildungsroman</li> <li>8. Social bias</li> <li>9. Self-reliance</li> <li>10. Modernist</li> </ol>
<b>Assessment</b>	The assessment will take place towards the end of the half term & will consist of an extended writing composition comparing the two set texts. The skill being assessed is reading.
<b>Personal Development opportunities</b>	<p>The pre-1900 poems develop students' understanding of various attitudes towards controversial issues such as sex, marriage, monogamy, remembrance and failed relationships across time. The Great Gatsby meanwhile requires students to examine the significance of the American Dream, and the emergence of a new, capitalistic American Dream, and its consequences.</p> <p>Sometimes there are adaptations of the novel on stage in London and it might be possible to take the Year 12 and 13 cohorts to go see this.</p>
<b>Homework requirements</b>	Homework will be set on Google Classroom every lesson and will take 60 minutes to complete. Students are expected to do pre-reading of a range of source materials ahead of lessons so that they turn up with prepared ideas for discussion and evaluation.

## Year 12 – Poetry & Play

### Intent statement:

This unit is intended to develop students' understanding of typicality, generic conventions and attitudes towards war in two different text types - a poetry collection and a play. This unit fulfils the specification's requirement that students study a post-2000 text and that they study a set text from the list of plays on the curriculum. It is vital that students develop the ability to present a clearly articulated argument that demonstrates their awareness of how texts have different contexts of production that influence not only their style but also their content, and that texts can be traditional, subversive or even ambiguous in their often-didactic messages. Students will begin this unit by considering how outdated Victorian ideals of stoicism quickly became dated in the context of mass destruction and death witnessed in the brutal trench warfare conditions of WWI. Later on in the unit, students will look at shifting attitudes towards war - how slowly humour and satire began to emerge - in seminal texts such as 'O What A Lovely War!' by Joan Littlewood and Blackadder (1982-83). Students will consider how *The Wipers Times* pays homage to the texts that came before it, before going on to consider how the contemporary poetry of Wilfred Owen and his ilk demonstrates many differences with work published around the centenary of the Great War.

<b>Topic</b>	The War Poetry of Wilfred Owen and <i>The Wipers Times</i> by Ian Hislop and Nick Newman
<b>Prior knowledge / skills</b>	<ul style="list-style-type: none"> <li>• Understanding poetic techniques and different types of poems e.g. sonnet, elegy, apostrophe and so on</li> <li>• Understanding conflict as a significant theme in literature</li> <li>• What a play is, what stage directions are &amp; how works can be commissioned for important occasions like a century</li> </ul>
<b>Key skills</b>	<ul style="list-style-type: none"> <li>• Making links between the poet's firsthand experience of trench warfare and the content of his poems</li> <li>• Annotating a poem</li> <li>• Considering the context of production and its influence on both the style and content of the text</li> <li>• Comparing poems and their attitudes towards and depiction of war</li> <li>• Being able to think critically and support an opinion in an extended composition</li> <li>• Evaluating how different generations develop their own culture and attitudes towards significant aspects of society and norms, including attitudes towards war itself</li> <li>• Considering the importance of historical fiction and understanding how to recognise that, whilst based on research, the work remains a piece of fiction with stylistic choices and various imposed meanings</li> <li>• Being able to compare two war texts in an extended composition</li> <li>• Being able to enter a debate on war texts based on well-researched ideas</li> </ul>
<b>Foundation words</b>	<ol style="list-style-type: none"> <li>1. Depiction</li> <li>2. Rejection</li> <li>3. Ram</li> <li>4. Slew</li> <li>5. Sojourn</li> <li>6. Offering</li> <li>7. Angel</li> <li>8. Behold</li> </ol>

	<ol style="list-style-type: none"> <li>9. Clutch</li> <li>10. Guarantee</li> </ol>
<b>Targeted words</b>	<ol style="list-style-type: none"> <li>1. Despondent</li> <li>2. Languish</li> <li>3. Integrity</li> <li>4. Rough-hewn</li> <li>5. Trudge</li> <li>6. Reportage</li> <li>7. Portrait</li> <li>8. Genesis</li> <li>9. Nuanced</li> <li>10. Obduracy</li> </ol>
<b>Specialist words</b>	<ol style="list-style-type: none"> <li>1. Elevated (style)</li> <li>2. Parable</li> <li>3. Parallelism</li> <li>4. Caricature</li> <li>5. Militarism</li> <li>6. Universal</li> <li>7. Zeitgeist</li> <li>8. Aphorism</li> <li>9. Apostrophe</li> <li>10. Chiasmus</li> </ol>
<b>Assessment</b>	<p>The assessment will take place in accordance with the school's term two assessment window &amp; will consist of an extended writing composition comparing the two set texts. The skill being assessed is reading.</p>
<b>Personal Development opportunities</b>	<p>Students enhance their understanding of the legacy of war and conflict; they consider the causes and effects of war and its aftermath as captured in various fiction. Students have opportunities to discuss concepts such as pacifism, conscientious objectors, peace and conflict.</p> <p>In the past we have been able to arrange school trips to visit war graves and memorials in France and Belgium. Depending on interest and costs, we may be able to organise this trip again. Sometimes similar plays, such as Joan Littlewood's 'O What A Lovely War' offer a limited run and students can sometimes avail of such opportunities to see a WWI play that shares the generic features of a comedy. It may be possible to visit the Imperial War Museum to allow students to compare different wars throughout history.</p>
<b>Homework requirements</b>	<p>Homework will be set on Google Classroom every lesson and will take 60 minutes to complete. Students are expected to do pre-reading of a range of source materials ahead of lessons so they turn up with prepared ideas for discussion &amp; evaluation.</p>

## Year 13 – Love Through the Ages

### Intent statement:

This unit is intended to prepare students for their final exam in ‘Love Through The Ages’. Students will have the opportunity to revise key concepts and climactic moments from their drama, prose and poetry set texts. Students will be able to identify gaps in their knowledge and engage with various misconceptions so that they can avoid these in their final A Level exam.

Topic	<i>Whole-course revision for Love Through the Ages</i>
<b>Prior knowledge / skills</b>	<ul style="list-style-type: none"><li>● Annotating texts</li><li>● Researching texts, writers and social contexts</li><li>● Planning an extended composition</li><li>● Writing evaluative extended compositions</li><li>● Comparing texts</li><li>● Understanding of how representations of, and attitudes towards love have changed across time (and how and why)</li><li>● Understanding of different poetic forms</li><li>● Understanding of Shakespeare and his time and tragic conventions</li></ul>
<b>Key skills</b>	<ul style="list-style-type: none"><li>● Using an extract to make links to other scenes in order to be able to make connections across an entire play – to consider a character or theme or relationship within the scope of the entire text</li><li>● Constructing a well-reasoned argument</li><li>● Interrogating exam questions</li><li>● Considering a text within its contexts of production</li><li>● Comparing two unseen poems and examining their views and attitudes towards some aspect of love and relationships</li><li>● Considering critical receptions of a text and the reasons why</li><li>● Being able to manage three hours of writing in an exam</li></ul>
<b>Foundation words</b>	<ol style="list-style-type: none"><li>1. Dynamic</li><li>2. Loyal</li><li>3. Unfaithful</li><li>4. Cordial</li><li>5. Sincere</li><li>6. Harmonious</li><li>7. Heartwarming</li><li>8. Complex</li><li>9. Impersonal</li><li>10. Prospective</li></ol>
<b>Targeted words</b>	<ol style="list-style-type: none"><li>1. Contractual</li></ol>

	<ol style="list-style-type: none"> <li>2. Hierarchal</li> <li>3. Affable</li> <li>4. Amicable</li> <li>5. Amiable</li> <li>6. Affectionate</li> <li>7. Consensual</li> <li>8. Reciprocal</li> <li>9. Steadfast</li> <li>10. Symbiotic</li> </ol>
<b>Specialist words</b>	<ol style="list-style-type: none"> <li>1. Decadence movement</li> <li>2. Metaphysical</li> <li>3. Anagnorisis</li> <li>4. Peripeteia</li> <li>5. Archetypal</li> <li>6. Melodrama</li> <li>7. Archaic language</li> <li>8. Alexandrine</li> <li>9. Iambic Hexameter</li> <li>10. Conceit</li> </ol>
<b>Assessment</b>	The assessment will consist of an extended writing composition set by the subject teacher & the skill being assessed is reading.
<b>Personal Development opportunities</b>	Students have the opportunity to come up with complex ideas about relationships and love in general. They are prepared for life at university with some higher-level ideas introduced and explored and sometimes seminar-style lessons.
<b>Homework requirements</b>	Homework will be set on Google Classroom every lesson and will take 60 minutes to complete. Students are expected to do pre-reading of a range of source materials ahead of lessons so they turn up with prepared ideas for discussion & evaluation.

## Year 13 – Revision & exam preparation

### Intent statement:

This unit is intended to prepare students for their actual A-Level examinations. We will revise key concepts from all three text types (drama, poetry, prose) as well as various climatic moments in our set texts. Students will have the opportunity to reflect on gaps in their knowledge, reflect on their ability to interrogate an exam question, their ability to plan a response, write in timed conditions and construct well-reasoned responses.

<b>Topic</b>	Entire course revision & exam preparation
<b>Prior knowledge / skills</b>	<ul style="list-style-type: none"><li>● Understanding of key concepts</li><li>● Planning responses</li><li>● Constructing arguments</li><li>● Reacting to unseen responses</li><li>● Applying WWI knowledge to interpret texts</li></ul>
<b>Key skills</b>	<ul style="list-style-type: none"><li>● Being able to think critically and support an opinion in an extended composition</li><li>● Evaluating how different generations develop their own culture and attitudes towards significant aspects of society and norms, including attitudes towards war itself</li><li>● Comparing how characters, themes and relationships change across the course of a text</li><li>● Examine the social, political and personal responses to war as depicted in the literature of WWI</li><li>● Applying whole-course content to be able to interpret unseen extracts</li></ul>
<b>Foundation words</b>	<ol style="list-style-type: none"><li>1. Heroism</li><li>2. Feign</li><li>3. Judgement</li><li>4. Underwhelming</li><li>5. Glorify</li><li>6. Bleak</li><li>7. Prospects</li><li>8. Sufficient</li><li>9. Ailment</li><li>10. Accusatory</li></ol>
<b>Targeted words</b>	<ol style="list-style-type: none"><li>1. Mental consequences (of war)</li><li>2. Spiritual consequences (of war)</li><li>3. Physical consequences (of war)</li><li>4. Divergence</li><li>5. Claustrophobic</li><li>6. Unacknowledged</li></ol>

	<ol style="list-style-type: none"> <li>7. Propaganda</li> <li>8. Upsurge</li> <li>9. Immemorial</li> <li>10. Brink</li> </ol>
<b>Specialist words</b>	<ol style="list-style-type: none"> <li>1. VAD (Voluntary Aid Detachment)</li> <li>2. Auxiliary hospital</li> <li>3. Parable</li> <li>4. Rhetoric</li> <li>5. Romanticised</li> <li>6. Sardonic</li> <li>7. Lamentation</li> <li>8. Scourge</li> <li>9. Elegiac</li> <li>10. Narrative</li> </ol>
<b>Assessment</b>	The assessment will consist of an extended writing composition on Regeneration & the skill being assessed is reading.
<b>Personal Development opportunities</b>	<p>Students enhance their understanding of the legacy of war and conflict; they consider the causes and effects of war and its aftermath as captured in various fiction. Students have opportunities to discuss concepts such as pacifism, conscientious objectors, peace and conflict.</p> <p>In the past we have been able to arrange school trips to visit war graves and memorials in France and Belgium. Depending on interest and costs, we may be able to organise this trip again.</p>
<b>Homework requirements</b>	Homework will be set on Google Classroom every lesson and will take 60 minutes to complete. Students are expected to do pre-reading of a range of source materials ahead of lessons so they turn up with prepared ideas for discussion & evaluation.