

Programme of study for Year 12

Autumn (1 st term) Autumn (2 nd term) Spring (1 st term) Spring (2 nd term)	Summer (1 st term) Summer (2 nd term)
From: September	To: April
From: April	To: July
<p>Topic</p> <p>Teacher 1 – Prose - Women and Society</p> <p><u>Texts</u></p> <p><u>Novels</u></p> <p>‘Tess of the d’Urbervilles’</p> <p>‘A Thousand Splendid Suns’</p> <p>Teacher 2 – Poetry - Poem of the Decade and Drama</p> <p><u>Texts</u></p> <p><u>Poetry</u></p> <p>‘Eat Me’</p> <p>‘Look we have coming to Dover’</p> <p>‘A Minor Role’</p> <p>‘Genetics’</p> <p>‘To My Nine Year Old Self’</p> <p>‘Material’</p> <p>‘An Easy Passage’</p> <p>‘Guiseppe’</p> <p>‘Effects’</p> <p>‘On her Blindness’</p> <p>‘Please Hold’</p> <p>‘Ode on a Grayson Perry Urn’</p> <p>‘The Lammas Hireling’</p> <p>‘The Gun’</p> <p>‘The Deliverer’</p> <p>‘Out of the Bag’</p> <p>‘The Furthest Distances I’ve Travelled’</p> <p>‘History’</p>	<p>Topic</p> <p>Teacher 1</p> <p>Coursework – ‘The Great Gatsby’ compared with a second text of the student’s choice.</p> <p>Teacher 2</p> <p>‘Othello’ and revision of texts studied in Autumn 1 – Spring 2</p>

<p>'Chainsaw Versus the Pampas Grass' 'From the Journal of Disappointed Man' 'History</p> <p><u>Drama</u> A Streetcar Named Desire</p>	
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Skills (students should be able to do):

<p><u>Drama (Section B)</u></p> <p>AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>AO2 Analyse ways in which meanings are shaped in literary texts.</p> <p>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p> <p><u>Section A</u></p> <p>AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>AO2 Analyse ways in which meanings are shaped in literary texts.</p> <p>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p>	<p><u>Prose</u></p> <p>AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>AO2 Analyse ways in which meanings are shaped in literary texts.</p> <p>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p> <p>AO4 Explore connections across literary texts.</p>	<p><u>Poetry (Section A)</u></p> <p>AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>AO2 Analyse ways in which meanings are shaped in literary texts.</p> <p>AO4 Explore connections across literary texts.</p>	<p><u>Coursework</u></p> <p>AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>AO2 Analyse ways in which meanings are shaped in literary texts.</p> <p>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p> <p>AO4 Explore connections across literary texts.</p> <p>AO5 Explore literary texts informed by different interpretations</p>
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<p>AO5 Explore literary texts informed by different interpretations</p>			
<p>Key Learning Outcomes for Drama (students should know):</p> <p><u>'A Streetcar Named Desire'</u></p> <ul style="list-style-type: none"> • To understand the play, its key themes and the key ideas expressed by the playwright • To analyse methods and explore the different methods the playwright uses to address key ideas • To understand the context of production and how this has informed the playwright's production of the text • To understand the context of reception and how this may inform the different ways in which different audiences might receive the text <p><u>'Othello'</u></p> <ul style="list-style-type: none"> • To understand the play, its key themes and the key ideas expressed by the playwright • To analyse methods and explore the different methods the playwright uses to address key ideas • To understand the context of production and how this has informed the playwright's production of the text 	<p>Key Learning Outcomes for Prose (students should know):</p> <ul style="list-style-type: none"> • To understand the novels and the key ideas being expressed by the authors • To analyse the writers' methods and explore the different ways in which they address key ideas • To understand the context of production and how this has informed the authors' production of the texts • To understand the context of reception and how this may inform the different ways in which different readers may receive the text • To compare the two texts, exploring similarities and differences between the authors' ideas and methods 	<p>Key Learning Outcomes for Poetry (students should know):</p> <ul style="list-style-type: none"> • To understand the different poems and the key ideas being expressed by the poets • To begin to analyse unseen poems and consider connections that may be made with the taught poems • To analyse the poets' methods and explore the different ways in which they address key ideas 	<p>Key Learning Outcomes for Coursework (students should know):</p> <ul style="list-style-type: none"> • To understand the novels and the key ideas being expressed by the authors • To analyse the writers' methods and explore the different ways in which they address key ideas • To understand the context of production and how this has informed the authors' production of the texts • To understand the context of reception and how this may inform the different ways in which different readers may receive the text • To compare the two texts, exploring similarities and differences between the authors' ideas and methods • To explore the different interpretations around both texts and to evaluate these to begin to develop personal argument for both texts

- To understand the context of reception and how this has informs the way in which different audiences may receive the text

Assessments to cover:

Autumn 1

Essay question for an unseen poem

Autumn 2

Essay question for 'A Streetcar Named Desire'

Essay question for Prose

Spring 1

Essay question for poetry

Essay question for prose

Spring 2

Essay question for 'A Streetcar Named Desire'

Essay question for prose

Summer 2

Essay question for prose

Essay question for poetry

Essay question for 'A Streetcar Named Desire'

Building understanding: Rationale / breakdown for your sequence of lessons for Autumn 1 to Spring 2:

Teacher 1 and Teacher 2 teach the course parallel to one another. This is to always ensure that students are focusing on different texts, whilst also regularly recapping them, thereby consolidating the process of interleaving.

Teacher 1

Building understanding: Rationale / breakdown for your sequence of lessons for Summer 1 and 2:

Teacher 1 starts to teach the coursework unit this term. The class we will read one text together, this is 'The Great Gatsby'. This is to enable the students to feel confident with one of their texts, whilst considering what their comparative text may be. When deciding their comparative texts students should consider the key

Teacher 1 begins the year with Prose. The students focus on theme of women and society as this is a more tangible theme and a theme students are more likely to engage with because of their contextual knowledge of how women have been perceived and treated within different types of society. This may be because of their own cultural context or due to the news. Additionally, students will look at the role of women in the 19th century in 'Tess of the d'Urbervilles', linking to their learning of the role of women in 'Frankenstein' in Year 11. They will also be able to use their knowledge of industrialisation learnt from studying 'Frankenstein' when studying 'Tess of the d'Urbervilles'.

Students will take a more independent approach to the reading of 'A Thousand Splendid Suns' – this is a contemporary text which students tend to feel more confident reading on their own. Each lesson the teacher will set home learning for students to read certain chapters, which will be followed up by questions.

In class, students will read 'Tess of the d'Urbervilles' – the lessons have been organised so that there is a thematic connection between the chapters students are reading at home for 'A Thousand Splendid Suns' and the chapters being read in class for 'Tess of the d'Urbervilles'.

The lessons are organised so that students begin the lesson discussing ideas/ themes addressed in 'A Thousand Splendid Suns' and then the lessons continue with their learning of 'Tess of the d'Urbervilles' – the lessons are organised so that after studying a few lessons on 'Tess of the d'Urbervilles' students then do a lesson on 'A Thousand Splendid Suns' so the teacher can review their understanding.

Teacher 2

The poems studied are from the Edexcel Poetry Anthology, 'Poems of the Decade'. The poems cover a broad range of themes. These are interleaved within the teaching of 'A Streetcar Named Desire' due to the overlapping nature of some of the themes. Examples of themes covered within both the poems and the play: youth and innocence versus the aging process; violence, threat and abuse; illness and treatment of illness; nature versus the destructive nature of man (again, these are similar to the themes students would have explored at KS4). By studying these texts side by side, the students develop their understanding of the key themes and ideas.

themes and writers' ideas to ensure they are choosing the most appropriate text. The second text should be a text which is part of the literary canon.

The teacher will spend lessons with students, discussing their comparison text and the links with 'The Great Gatsby' – this will usually be done on a one-to-one basis. As students have focused on the skill of comparison when studying the Prose texts during Autumn 1-Spring 2 students will be aware of what is expected from them in terms of this crucial assessment objective.

The teacher will also approach critical reading with the students, which they may use in their coursework essays. The aim is for students to leave the summer term with a secure idea of what they need to do, so they can use the summer holidays to continue reading their second text and work on the first draft of their essay – which will be submitted first lesson back.

Teacher 2

Teacher 2 will begin the teaching of 'Othello' – students should have a more secure awareness of assessment objectives 1, 2 and 3 as they would have focused on these in their study of 'A Streetcar Named Desire' – the students will use this term to read the play to begin to develop their understanding of key themes/ ideas – so that when they come back in Year 13 the teacher can work on developing their understanding of the play and begin teaching the Critical Anthology. The anthology consists of different critics who have commented on the play – this is provided by the exam board and supports the teaching of assessment objective 5.

Home – Learning:

Students, in their study of the Prose unit, will be given set chapters that they are expected to read for 'A Thousand Splendid Suns' – this will be followed up by a set of questions to demonstrate their understanding of what they have read.

Students will also be asked to read ahead of the lessons as well as asked to do extra reading to inform their understanding of the texts and the classroom discussions they will be expected to participate in.

Reading / literacy:

- Reading of texts
- Discussion of writers' ideas
- Reading of critical writing
- Debating key questions/ topics concerning their tasks
- Retrieval of information
- Introduction of new vocabulary

Numeracy:

- Venn diagrams for comparison
- Timelines
- Graphs

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

Students will be encouraged to take a more independent approach – this may include teachers encouraging students to:

- watch news/ read articles concerning current affairs
- watch YouTube clips/ documentaries informing students of the contexts of the texts they are studying.