Programme of study for Year 12

Autumn (1st term) Autumn (2nd term) Spring (1st term) Spring (2nd term)	Summer (1st term) Summer (2nd term)
From: September **To:** April	**From:** April **To:** July
Topic Teacher 1 – Prose - Women and Society Texts Novels 'Tess of the d'Urbervilles' 'A Thousand Splendid Suns' Teacher 2 – Poetry - Poem of the Decade and Drama Texts Poetry 'Eat Me' *compared to unseen* 'Look we have coming to Dover' *compared to unseen* 'A Minor Role' *compared to unseen* 'Genetics' *compared to unseen* Drama A Streetcar Named Desire	Topic Teacher 1 Coursework – 'The Great Gatsby' compared with a second text of the student's choice. Teacher 2 Poetry 'To My Nine Year Old Self' *compared to unseen* 'Material' *compared to unseen* 'An Easy Passage' *compared to unseen* 'Guiseppe' *compared to unseen* 'Effects' *compared to unseen* Revision of drama text studied in Autumn 1 – Spring 2 To assist with coursework (Reading of 'The Great Gatsby') – Summer 1 and Summer 2.
Skills (students should be able to do):	

Drama (Section B) AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. AO2 Analyse ways in which meanings are shaped in literary texts. AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. Section A AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. AO2 Analyse ways in which meanings are shaped in literary texts. AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. AO5 Explore literary texts informed by different interpretations	Prose AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. AO2 Analyse ways in which meanings are shaped in literary texts. AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. AO4 Explore connections across literary texts.	Poetry (Section A) AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. AO2 Analyse ways in which meanings are shaped in literary texts. AO4 Explore connections across literary texts.	Coursework AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. AO2 Analyse ways in which meanings are shaped in literary texts. AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. AO4 Explore connections across literary texts. AO5 Explore literary texts informed by different interpretations
Key Learning Outcomes for Drama (students should know): 'A Streetcar Named Desire'	Key Learning Outcomes for Prose (students should know):	Key Learning Outcomes for Poetry (students should know):	Key Learning Outcomes for Coursework (students should know):

• 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	• 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 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	• 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

Assessments to cover:

Autumn 1
Essay question for an unseen poem
Essay question for prose

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 ensure that at all times students are focusing on different texts, whilst also regularly recapping them, thereby consolidating the process of interleaving.

Teacher 1

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 as a consequence of their contextual knowledge of how women have been perceived and treated within different types of society. This may be as a result 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

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 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

Students will continue the interleaving of A street car named desire with poems of the decade preparing for summer end of year mock. Students will further develop skills of integrated comparison, analysis of unseen poetry and will begin applying critical theory to their study of street car. This will aid their coursework taught by Teacher 1, which

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 are: 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. Each poem is taught and then compared to an unseen to practice analysing unseen texts. Poems have been grouped thematically and are taught in order of difficulty beginning with the most accessible in year 12 progressing to the more challenging poems in year 13 when students have grown in confidence and skill.	requires them to use theory in their essays. It will also help prepare them for their study of Othello in yr 13.

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.
- Attend theatre productions of their drama texts.
- Sign up to and read topical articles from the Literature Review.
- Read up on critical theory (Marxism, feminism, structuralism, historicist, & psychoanalytical theory)
- Read other texts by Khaled Hosseini, Thomas Hardy & Tennessee Williams
- Research historical context and watch documentaries on social and political movements in 1920s America, impact of the WW1, roaring 20s and the stock market crash.
- Research the history of Afghanistan and the ongoing battle between maintaining its cultural identity and the threat of modernity.
- Read poems by female Victorian poets: Elizabeth Barret Browning, Felicia Hemans & Letitia Elizabeth Landon - contemporaries of Rossetti.