



Dallam School

English Curriculum Overview

Department: A Level English Literature
Year Group: 12

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic: Teacher 1 - Prose Teacher 2 - Poetry	Theme/ topic: Teacher 1 - Prose Teacher 2 - Poetry	Theme/ topic: Teacher 1 – Prose Teacher 2 - Poetry	Theme/ topic: Teacher 1 – Prose Teacher 2 - Drama	Theme/ topic: Teacher 1 – Prose/Coursework Teacher 2 - Drama	Theme/ topic: Teacher 1 – Coursework Teacher 2- Coursework
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):					
Prose: <ul style="list-style-type: none">➤ Plot/ characterisation/ context/ language features➤ Concepts and terminology➤ Ways in which meanings are shaped in literary texts➤ Context: social, historical and political Poetry: <ul style="list-style-type: none">➤ Content of poetry anthology➤ Key poetic terminology associated with five main areas: meaning, imagery, language, structure and tone.	Prose: <ul style="list-style-type: none">➤ Plot/ characterisation/ context/ language features➤ Concepts and terminology➤ Ways in which meanings are shaped in literary texts➤ Context: social, historical and political Poetry: <ul style="list-style-type: none">➤ Content of poetry anthology➤ Key poetic terminology associated with five main areas: meaning, imagery, language, structure and tone.	Prose: <ul style="list-style-type: none">➤ Plot/ characterisation/ context/ language features➤ Concepts and terminology➤ Ways in which meanings are shaped in literary texts➤ Context: social, historical and political Poetry: <ul style="list-style-type: none">➤ Content of poetry anthology➤ Know key poetic terminology associated with five main areas: meaning, imagery, language, structure and tone	Prose: <ul style="list-style-type: none">➤ Plot/ characterisation/ context/ language features➤ Concepts and terminology➤ Ways in which meanings are shaped in literary texts➤ Context: social, historical and political Drama: <ul style="list-style-type: none">➤ Plot and content of play.➤ Context: social, political and historical➤ Writer's message	Prose: <ul style="list-style-type: none">➤ Approaches to compare texts➤ One 'base' text for coursework-usually prose (coursework may be drawn from prose, poetry, literary non-fiction). Students do not have to use 'base' text, but it is taught as a possible basis for comparisons➤ Coursework requirements -➤ Chosen texts:<ul style="list-style-type: none">➤ must be different from those studied in Components 1, 2 and 3	Coursework <ul style="list-style-type: none">➤ Coursework criteria➤ Students have a free choice of two texts to study.➤ Chosen texts:<ul style="list-style-type: none">➤ must be different from those studied in Components 1, 2 and 3➤ must be complete texts and may be linked by theme, movement, author or period➤ may be selected from poetry, drama, prose or literary non-fiction.➤ Students produce one assignment:

<p>➤ The ways in which meanings are shaped in literary texts</p> <p>➤ Tier 3 Vocab: Genre, Narrative frame, Victorian literature, Parallels, Doubling, Epistolary, The sublime, Doppelganger</p>	<p>➤ The ways in which meanings are shaped in literary texts</p> <p>➤ Tier 3 Vocab: Genre, Dystopian fiction, Narrative frame, Victorian literature, Parallels, Doubling, Foreshadowing</p>	<p>➤ The ways in which meanings are shaped in literary texts</p> <p>➤ Tier 3 Vocab: Extended metaphor, Intertextuality, Pathetic fallacy, Protagonist, Allegory, Hyperbole, Motif</p>	<p>➤ Different interpretations of texts from different schools of literary criticism.</p> <p>➤ Key dramatic terminology</p> <p>➤ Tier 3 Vocab: Biblical referencing, Puns, Flashbacks, Patriarchy, Colloquialism, Epilogue, Anaphora, Antagonist, Alliteration, dramatic irony, dialogue, monologue, plastic theatre, motif/symbolism</p>	<p>➤ must be complete texts and may be linked by theme, movement, author or period</p> <p>➤ may be selected from poetry, drama, prose or literary non-fiction.</p> <p>➤ Students produce one assignment:</p> <p>➤ one extended comparative essay referring to two texts</p> <p>➤ advisory total word count is 2500–3000 words</p> <p>➤ Referencing styles (Harvard, footnotes, MLA or any other commonly accepted system of referencing are taught and permissible).</p> <p>Drama</p> <p>➤ Plot and content of play.</p> <p>➤ Context: social, political and historical</p> <p>➤ Writer's message</p> <p>➤ The themes within a text.</p> <p>➤ Different interpretations of texts from different schools of literary criticism.</p>	<p>➤ one extended comparative essay referring to two texts</p> <p>➤ advisory total word count is 2500–3000 words</p> <p>➤ Referencing styles (Harvard, footnotes, MLA or any other commonly accepted system of referencing are taught and permissible).</p>
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				<p>➤ Key dramatic terminology</p> <p>➤ Tier 3 Vocab: <i>Genre, Dystopian fiction, Narrative frame, Victorian literature, Parallels, Doubling, Foreshadowing, Extended metaphor, Intertextuality, Pathetic fallacy, Protagonist, Allegory, Hyperbole, Motif Biblical referencing, Puns, Flashbacks, Patriarchy, Colloquialism, Epilogue, Anaphora, Antagonist, Alliteration, dramatic irony, dialogue, monologue, plastic theatre, motif/symbolism</i></p>	
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They will understand (key concepts):

<p>Prose</p> <ul style="list-style-type: none"> ➤ How to empathise with character. ➤ How setting is used in a text. ➤ How to explore themes within the text. ➤ How to link text to relevant context. <p>Poetry</p>	<p>Prose</p> <ul style="list-style-type: none"> ➤ How to empathise with character. ➤ How setting is used in a text. ➤ Explore the themes within the text. ➤ How to link text to relevant context. <p>Poetry</p>	<p>Prose</p> <ul style="list-style-type: none"> ➤ How language is used to shape meaning. ➤ How to make inferences and explore sub-text ➤ How texts can be interpreted in a variety of ways. ➤ How a writer uses literary and language devices to shape meanings within a text. 	<p>Prose</p> <ul style="list-style-type: none"> ➤ How language is used to shape meaning ➤ How to make inferences and explore sub-text ➤ How texts can be interpreted in a variety of ways. ➤ How a writer uses literary and language devices to shape meaning within a text. 	<p>Prose</p> <ul style="list-style-type: none"> ➤ The significance and influence of the contexts in which literary texts are written and received ➤ How to explore the differences between setting, character, use of language, context, themes... ➤ How to explore differences between writers' intentions. 	<p>Coursework</p> <ul style="list-style-type: none"> ➤ How to craft essays and answer exam questions. ➤ How to select comparable texts ➤ How the mark scheme is applied. ➤ How to deploy/quote from primary and secondary sources. ➤ How to reference-with exposure to a range of
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<ul style="list-style-type: none"> ➤ How to explore meaning. ➤ How to identify poetic techniques and terminology. ➤ How to explore themes within the text. ➤ How to explore two texts to establish and analyse their similarities and differences. ➤ How to read and annotate unseen poetry and construct a comparative essay with an anthology text. 	<ul style="list-style-type: none"> ➤ How to explore meaning. ➤ How to identify poetic techniques and terminology. ➤ How to explore themes within the text. ➤ How to explore two texts to establish and analyse their similarities and differences ➤ How to read and annotate unseen poetry and construct a comparative essay with an anthology text. 	Poetry <ul style="list-style-type: none"> ➤ How meaning is conveyed ➤ How to identify poetic techniques and terminology. ➤ How themes are presented within the text. ➤ How to explore two texts to establish and analyse their similarities and differences ➤ How to read and annotate unseen poetry and construct a comparative essay with an anthology text. 	Drama <ul style="list-style-type: none"> ➤ How a writer will use form, structure and language to shape meaning within a text. ➤ How themes are developed within a text. ➤ How to write analytically about characterisation and theme. 	<ul style="list-style-type: none"> ➤ How a writer will use form, structure and language to shape meaning within a text. ➤ How to write analytically about characterisation and theme. Drama <ul style="list-style-type: none"> ➤ How a writer will use form, structure and language to shape meaning within a text. ➤ How themes are developed within a text. ➤ How to write analytically about characterisation and theme. 	<p>commonly-used referencing styles.</p> <ul style="list-style-type: none"> ➤ How to structure a bibliography, incorporating print and online sources. ➤ How to plan to ensure the 2500-3000 word-count limit is met. ➤ What text choices are available to the students (texts may be prose, poetry, drama or literary non-fiction).
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They will know how to (key skills including speaking, reading and writing in this subject):

Prose Read and study a novel. Select relevant quotations. Analyse character/ themes/ plot Articulate informed, personal and creative responses to literary texts, using Consider the relationship between context and text.	Prose Read and study a novel. Select relevant quotations. Analyse character/ themes/ plot Articulate informed, personal and creative responses to literary texts, using Consider the relationship between context and text.	Prose <ul style="list-style-type: none"> ➤ Explore the effect on readers. ➤ Discuss ideas within the group. ➤ Explore the effect on mood and atmosphere. ➤ Identify writers' techniques. ➤ Explore writers' messages. ➤ Identify concepts and terminology. 	Prose <ul style="list-style-type: none"> ➤ Explore the effect on readers. ➤ Discuss the ideas within the group. ➤ Explore the effect of mood and atmosphere. ➤ Identify writers' techniques. ➤ Explore writers' messages. ➤ Identify concepts and terminology. 	Prose <ul style="list-style-type: none"> ➤ Articulate informed, personal and creative responses to literary texts ➤ Use associated concepts and terminology, and coherent, accurate written expression ➤ Analyse ways in which meanings are shaped in literary texts ➤ Explore connections across literary texts 	<u>Coursework (which component/text type specifically?)</u> <ul style="list-style-type: none"> ➤ Make clear and concise points ➤ Offer a variety of interpretations. ➤ Use ambitious vocabulary and relevant terminology. ➤ Analyse language, form and structure ➤ Articulate informed, personal and creative responses to literary
Poetry	Poetry	Poetry	Drama		

<p>Read and study poetry. Select relevant quotations. Consider the similarities and differences between poetic texts. Explore connections across literary texts</p>	<p>Read and study poetry. Select relevant quotations. Consider the similarities and differences between poetic texts. Explore connections across literary texts</p>	<p>➤ Read and study poetry. ➤ Select relevant quotations. ➤ Consider the similarities and differences between poetic texts ➤ Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression ➤ Analyse ways in which meanings are shaped in literary texts ➤ Explore connections across literary texts</p>	<p>➤ Read and study dramatic texts. ➤ Discuss and analyse form, structure and language use. ➤ Recognise writer's message. ➤ Select judicious quotations ➤ Link ideas about character, plot, themes, social and historical context. ➤ Identify symbolism and motif ➤ Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression ➤ Analyse ways in which meanings are shaped in literary texts ➤ Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p>	<p>➤ Explore literary texts informed by different interpretations</p> <p>Drama</p> <p>➤ Read and study dramatic texts. ➤ Discuss and analyse form, structure and language use. ➤ Recognise writer's message. ➤ Select judicious quotations ➤ Link ideas about character, plot, themes, social and historical context. ➤ Identify symbolism and motif ➤ Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression ➤ Analyse ways in which meanings are shaped in literary texts ➤ Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p>	<p>texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>➤ Analyse ways in which meanings are shaped in literary texts ➤ Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received ➤ Explore connections across literary texts ➤ Explore literary texts informed by different interpretations</p>
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English Curriculum Overview

Department: A Level English Literature
Year Group: 13

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic:	Theme/ topic:	Theme/ topic:			Theme/ topic:

Teacher 1-Poetry Teacher 2-Drama (Shakespeare)	Teacher 1-Poetry Teacher 2-Drama (Shakespeare)	Revision of poetry/prose/drama papers (both teachers).	N/A
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):			
<ul style="list-style-type: none"> ➤ Poetry: ➤ Study of named poet from a specified literary period (Donne, or Chaucer etc), along with relevant contextual detail. ➤ Students will engage with terminology such as: ➤ Stanza, conceit, motif, symbolism and phonological terms (alliteration, assonance, plosives etc). ➤ Drama: ➤ Study of Shakespeare play (comedy or tragedy) ➤ Relevant critical and contextual detail. ➤ A range of critical essays related to their selected Shakespeare play. ➤ Details from either: ➤ Shakespeare: A Critical Anthology – Tragedy or ➤ Shakespeare: A Critical Anthology – Comedy. 	<ul style="list-style-type: none"> ➤ Poetry: ➤ Study of named poet from a specified literary period (Donne, or Chaucer etc), along with relevant contextual detail. ➤ Students will engage with terminology such as: ➤ Stanza, conceit, motif, symbolism and phonological terms (alliteration, assonance, plosives etc). ➤ Drama: ➤ Study of Shakespeare play (comedy or tragedy) ➤ Relevant critical and contextual detail. ➤ A range of critical essays related to their selected Shakespeare play. ➤ Details from either: ➤ Shakespeare: A Critical Anthology – Tragedy or ➤ Shakespeare: A Critical Anthology – Comedy. 	<ul style="list-style-type: none"> ➤ Poetry/Prose/Drama Revision ➤ Prose: ➤ Plot/ characterisation/ context/ language features ➤ Concepts and terminology ➤ Ways in which meanings are shaped in literary texts ➤ Context: social, historical and political ➤ Poetry: ➤ Content of poetry anthology ➤ Know key poetic terminology associated with five main areas: meaning, imagery, language, structure and tone ➤ The ways in which meanings are shaped in literary texts ➤ Drama ➤ Plot and content of play. ➤ Context: social, political and historical ➤ Writer's message ➤ The themes within a text. ➤ Different interpretations of texts from different schools of literary criticism. ➤ Key dramatic terminology ➤ Tier 3 Vocab: Genre, Dystopian fiction, Narrative frame, Victorian literature, Parallels, Doubling, Foreshadowing Extended metaphor, Intertextuality, Pathetic fallacy , Protagonist, Allegory, Hyperbole, Motif Biblical referencing, Puns, Flashbacks, Patriarchy, Colloquialism, Epilogue, Anaphora, Antagonist, Alliteration, dramatic irony, dialogue, monologue, plastic theatre, motif/symbolism 	<ul style="list-style-type: none"> ➤ Study leave

<p>➤ Different interpretations of texts from a range of critical sources and viewpoints.</p> <p>➤ Tier 3 Vocabulary:</p> <p>➤ <i>motif, symbolism and phonological terms. alliteration, assonance, plosives, context, dialogue, monologue/soliloquy, motif, symbolism, allusion, literary criticism, language, form, structure, aside, adjacency pairs, tag questions, patriarchy, perspectives and schools of thought (Marxist, feminist, new historicist), dramatic irony, characterisation, protagonist, antagonist, foil, tragic hero, anagnorisis, hamartia, rising action, falling action, climax.</i></p>	<p>➤ Different interpretations of texts from a range of critical sources and viewpoints.</p> <p>➤ Tier 3 Vocabulary:</p> <p>➤ <i>motif, symbolism and phonological terms. alliteration, assonance, plosives, context, dialogue, monologue/soliloquy, motif, symbolism, allusion, literary criticism, language, form, structure, aside, adjacency pairs, tag questions, patriarchy, perspectives and schools of thought (Marxist, feminist, new historicist), dramatic irony, characterisation, protagonist, antagonist, foil, tragic hero, anagnorisis, hamartia, rising action, falling action, climax.</i></p>		
They will understand (key concepts):			
<p>➤ How attitudes and values are expressed in texts</p>	<p>➤ How attitudes and values are expressed in texts</p>	<p>➤ How playwrights use dramatic forms to shape meaning in drama texts and evoke responses in audiences</p> <p>➤ The contexts in which texts have been produced and received and understanding of how these contexts influence meaning</p>	<p>➤ Study leave</p>

<ul style="list-style-type: none"> ➤ How playwrights use dramatic forms to ➤ How meaning in shaped in drama and prose texts ➤ How texts evoke responses in audiences ➤ How contexts influence meaning 	<ul style="list-style-type: none"> ➤ How playwrights use dramatic forms to ➤ How meaning in shaped in drama and prose texts ➤ How texts evoke responses in audiences ➤ How contexts influence meaning 	<ul style="list-style-type: none"> ➤ A range of literary texts and make connections and explore the relationships between texts ➤ A range of ways to read and experience texts, responding critically and creatively ➤ How to respond and to a text and how they can be interpreted by different readers such as literary critics ➤ How attitudes and values are expressed in texts 	
They will know how to (key skills including speaking, reading and writing in this subject):			
<ul style="list-style-type: none"> ➤ Analyse and write critically about both poetry and drama texts, applying AOs to own work. ➤ Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression ➤ Analyse ways in which meanings are shaped in literary texts ➤ Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received ➤ Use literary critical concepts and terminology with 	<ul style="list-style-type: none"> ➤ Analyse and write critically about both poetry and drama texts, applying AOs to own work. ➤ Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression ➤ Analyse ways in which meanings are shaped in literary texts ➤ Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received ➤ Use literary critical concepts and terminology with 	<ul style="list-style-type: none"> ➤ Revision and preparation for Mock Exam 2, based upon feedback from Mock Exam 1 (in Autumn Term). ➤ Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression ➤ Analyse ways in which meanings are shaped in literary texts ➤ Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received ➤ Explore connections across literary texts ➤ Explore literary texts informed by different interpretations ➤ Communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts ➤ Use literary critical concepts and terminology with understanding and discrimination ➤ Make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources. 	<ul style="list-style-type: none"> ➤ Study leave

<p>understanding and discrimination</p> <p>➤ Make appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources.</p>	<p>understanding and discrimination</p> <p>➤ Make appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources.</p>		
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