Subject:	English	Year Group:	13
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	June to July						
Scheme title	NEA: Independent Critical Study – Texts across Time	Paper 1 - Pre-1900 Love Poetry	Paper 1 Wuthering Heights	Paper 1 Othello	Paper 2 - Journey's End	Paper 2 - War Poetry	Paper 2 - Life Class
Knowledge in sequence	•Knowledge of individual texts that are not on exam spec	◆Binderstand subject matter and themes of individual	•Binderstanding of the whole plot of the novel	■ Understand of the whole plot of the play ■ Place of the play ■ Pla	•Binderstand of the whole plot of the play	Knowledge of the individual poets and their lives	•Analysis of how WWI has been fictionalised and viewed
	•Drafting and editing process	poems.	Befinition of frame narrative and can explain how the text is a frame narrative and the impact of this	•Knowledge of how characters in the text are introduced	Knowledge of how characters in the text are introduced	•The movement of Poetic styles related to WW1	from a modern perspective
	Referencing Formatting	Develop knowledge of poems' individual and shared contexts.		and developed	and developed	• Knowledge of the aims, content and structure of George	Exploration of the chronology of war
	Bontext of individual writers and of specific texts	*Know the different literary eras/movements the poems	 •Binderstanding and analysis of the narrative perspective of the novel (character of Nelly Dean) 	 •Binderstood and explored the development of themes in the play: jealousy, race, treatment of women, reputation 	 ◆Binderstood and explored the development of themes in the play: shellshock, alcoholism, heroism, repression, 	Walter's (ed) poetry anthology.	(pre/during/aftermath). •#Inalysis of narrative perspective.
	Specific critics for chosen texts/genres/literary theories	were produced in and analyse the impact of these on	Knowledge of how characters in the text are introduced	Rnowledge of key areas of context: patriarchal society, war,	hierarchy, class, trench warfare, camaraderie.		Identifying and analysing links between Life Class and
	Dhoosing appropriate texts/guidance	meaning:	and developed	the Other	Knowledge of key areas of context: hierarchical structure of		poems from the anthology.
	Evidence of wider reading around author, genre, literary	•Benaissance	Binderstood and explored the development of themes in	*Knowledge of the tragedy genre and analysis of	the army, class structure in society, trench warfare,		Bidentifying themes in both Life Class and the poems e.g.
	era	•Bacobean	the novel: social class, gender/women, choice, death, the	Shakespeare's use of tragedy conventions in the play: tragic	geographical setting of war, trench conditions for soldiers.		shellshock/dehumanisation/effects of war
	◆Text fact files completed	•Metaphysical poets	supernatural, loss, obsession, unrequited love, familial love,	hero, hamartia, dramatic irony	•Knowledge of the play genre and analysis of Sheriff's use of		
	•Annotated sample answers		friendship	•Apply critical readings of the play; develop and challenge	tragedy conventions and dramatic realism/verisimilitude.		
	•Thesis statement created	•Romantics	•Knowledge of key areas of context: Emily Bronte and the	critical interpretations	•Apply critical readings of the play; develop and challenge		
		•Bre-Raphaelite	setting of the novel, social class, religion, women,	•Analyse the ideas about love presented and explored in the	critical interpretations		
		•Mictorian	•Knowledge of the Gothic genre and analysis of Bronte's use	play	•Analyse ideas about how war is presented and explored in		
		Bevelop an overview of the different ideas about love	of Gothic conventions in the novel: the supernatural,	•Understand how to structure an exam answer	the play		
		presented in the poems:	pathetic fallacy, setting, unreliable narrator, frame		Dinderstand how to structure an exam answer		
		•Romantic	narrative, appearance of ghosts, madness, the outsider				
		•Bust and passion					
		•Birme •Social expectations					
		•Bocial expectations •Death					
		•Mnalyse the similarities and differences between the					
		poems' forms, contexts, ideas, language and poetic					
Skills	•Knowledge of literary canon	 Develop existing knowledge of poetic forms: sonnet, lyric, 	•Analysis of plot, character and theme development	•Analysis of plot, character and theme development	•Analysis of plot, character and theme development	•Knowledge of the structure how the sonnet form is used in	•Mnowledge of narrative perspective
	•Elterary terminology and concepts	ballad, dramatic monologue, satire, song, allegory.	throughout a narrative text	throughout a text	throughout a text	war poetry.	Banguage terminology
	•Awareness of differences in form	 ■Inderstand the term metaphysical conceit and analyse 	•Mnalysis of form, structure and language and writer's	 Analysis of form, structure and language and writer's 	 Analysis of form, structure and language and writer's 	•Knowledge of poetry terminology	Gomparative analysis
	•Academic style	how poets' use these conceits to create meaning.	specific choices	specific choices	specific choices	Comparative analysis	•Application of literary historicism
	•Historicist approach	Bevelop knowledge of literary eras/movements (see	Bevelop knowledge of literary eras/movements	Bevelop knowledge of literary forms/eras/movements	Bevelop knowledge of literary forms/eras/movements	•Application of literary historicism	•M/riting in an academic style
	•Social and political contexts	above).	•Analyse the meaning of prose, poetry and drama using a	•Analyse the meaning of prose, poetry and drama using a	•Analyse the meaning of prose, poetry and drama using a	•MVriting in an academic style	
	Demparison skills Analysis of methods and effects	 Analyse the meaning of poems using a historicist approach. Write about the texts in an appropriate academic style. 	historicist approach • Write about the texts in an appropriate academic style	historicist approach •Write about texts in an appropriate academic style	historicist approach •Write about texts in an appropriate academic style		
	Paritical readings/literary theories	*write about the texts in an appropriate academic style.	Being able to use wider context to enhance analysis of a	Being able to use wider context to enhance analysis of a	Being able to use wider context to enhance analysis of a		
	•Research skills/wider reading		tort	tovt	tort		
	-acacaran annay wider reduing			Gomparison of themes, ideas and context across texts	•Eomparison of themes, ideas and context across texts		
				Applying critical theories/reading to literature texts	•Applying critical theories/reading to literature texts		
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Key Words	Historicism	Petrarchan sonnet	Frame narrative	Tragic hero	Realism	Dominant narrative	Narrative perspective
	Diachronic approach	Shakespearean sonnet	The Other	Hamartia	Stage directions	Owenesque	Historical novel
	Synchronic approach	Metaphysical conceit	Transgressive	Machiavellian	Post-traumatic stress disorder	Patriotism	Irony-assisted recall
	Thesis	Lyric Dramatic monologue	Byronic Hero Doubling	Dramatic Irony Motif	Repression Public School	Propaganda Pastoral	Structure
		Dramatic monologue Ballad	Doubling Romanticism	Motif Symbol	Public School Patriotism	Pastoral Imagism	
		Satire	Unreliable narrator	Allusion	Tragic Hero	Imagism Satire	
		Song	On Charleton	Palazion	Cowardice	Historicism	
		Allegory			Censorship		
		Narrative poetry					
End Point	Students can compare two texts of their own choosing, one	Students can analyse the presentation of love and its themes	Students can analyse the presentation of love and its themes	Students can analyse the presentation of love and its thomas	Students can analyse the presentation of WW1 and its	Students can analyse the presentation of WW1 and its	Students can analyse the presentation of the First World war
Lind i Ollik	of which is written pre-1900, on a theme of their choice.	in poetry from the Renaissance period to the late Victorian	in a classic English novel and compare this with the poems in		themes in a modern drama play.	aftermath in poetry through different perspectives: the	in the novel including changing attitudes to war and the
	2 or then pre 1500, on a them or their critice.	period.	the pre-1900 love poetry anthology.			Front Line and the Home Front.	differing roles of men and women.
Assessment method	N/A	Formative assessment will take the form of two Progress	Formative assessment will take the form of two Progress	Formative assessment will take the form of two Progress	Formative assessment will take the form of two Progress	Formative assessment will take the form of two Progress	Formative assessment will take the form of two Progress
		Points and sumative assessment will be an exam-style	Points and sumative assessment will be an exam-style	Points and sumative assessment will be an exam-style	Points and sumative assessment will be an exam-style	Points and sumative assessment will be an exam-style	Points and sumative assessment will be an exam-style
		response.	response.	response.	response.	response.	response.