

Year 12	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	<p>Comedy as a genre in Drama and fiction Students are introduced to the genre conventions they will be explore at A Level, analysing a range of comedy texts, learning the key conventions and then exploring these in ‘Twelfth Night’ and ‘Small Island’.</p> <p>Political and social protest writing Students explore what ‘protest’ is. They begin to read and critically engage with their Non Exam Assessment (NEA) text, ‘A Thousand Splendid Suns’, underpinned by critical theory.</p> <ul style="list-style-type: none"> • Writer’s purposes • Personal responses • Context • Culture • Genre conventions • Critical theory 	<p>‘Twelfth Night’ (Paper 1, Section A and B) As this is technically worth the most marks out of any of the sections in the exam, we explore this play in depth. Students must learn how to place an extract within the context of the whole play, exploring Shakespeare’s purpose in the comedy.</p> <p>‘Small Island’ (Paper 1, Section C) As students read the novel, they will build an awareness of context and critical theory, underpinned by Levy’s purpose, craft and the social commentary offered by the novel.</p> <p>NEA: ‘A Thousand Splendid Suns’ Students construct their own NEA question with support. They are guided verbally and provided with exemplars, with final submission in January.</p> <ul style="list-style-type: none"> • Writer’s purposes • Narrative and dramatic devices • NEA and examination requirements 	<p>NEA: Betjeman poetry Students construct their own NEA question with support. They are guided verbally and provided with exemplars, with final submission in June.</p> <p>‘The Handmaid’s Tale’ and ‘The Kite Runner’ (Paper 2, Section C) Students read both the texts they will be examined on in Paper 2, Section C simultaneously, allowing them to build links across both. Atwood’s themes of gender, sexuality and oppression also allow for topical links. Links are cultivated between students’ prior study of Hosseini, as they already have a foundation of contextual knowledge.</p> <ul style="list-style-type: none"> • Personal responses • Narrative and dramatic devices • Context • Culture • Connections between texts 	<p>NEA: Betjeman poetry Students continue to develop their NEA responses.</p> <p>‘The Handmaid’s Tale’ and ‘The Kite Runner’ (Paper 2, Section C) Students complete their study of the Paper 2, Section C texts, building in examination technique.</p> <p>Unseen political and social protest writing (Paper 2, Section A) Students apply their knowledge of ‘protest’ writing as a genre to unseen texts.</p> <ul style="list-style-type: none"> • Writer’s purposes • Personal responses • Connections between texts • NEA and examination requirements 	<p>NEA: Betjeman poetry Students complete their NEA ahead of final submission, based on feedback from their teacher.</p> <p>Blake (Paper 2, Section B) Students explore political protest through Blake’s poetry.</p> <p>Unseen political and social protest writing (Paper 2, Section A) Students continue to develop their ability to analyse an unseen text, following feedback from their mock examination.</p> <p>‘The Importance of Being Earnest’ (Paper 1, Section C) Students continue their generic study of comedy with Wilde’s classic satire of Victorian society.</p> <ul style="list-style-type: none"> • Context • Culture • Genre conventions • NEA and examination requirements 	<p>Blake (Paper 2, Section B) Students continue to closely analyse Blake’s poetry, drawing connections with the historical, social and cultural context.</p> <p>‘The Importance of Being Earnest’ and ‘Small Island’ (Paper 1, Section C) Students finish their reading of the play and practise Paper 1, Section C essay skills, recapping knowledge on ‘Small Island’.</p> <p>Unseen political and social protest writing (Paper 2, Section A) Students practise Paper 2, Section A essay skills, exploring unseen texts.</p> <ul style="list-style-type: none"> • Writer’s purposes • Personal responses • Connections between texts • Critical theory
Skills	<p>Key Skills:</p> <ul style="list-style-type: none"> • Forming a personal response about a text • Exploring writers’ ideas • Planning skills for essays <p>Other Skills:</p> <ul style="list-style-type: none"> • Engaging with and applying critical theory • Researching independently • Note-taking and organisation 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Forming an argument about a text • Applying and analysing contextual information • Writing skills for essays <p>Other Skills:</p> <ul style="list-style-type: none"> • Engaging with and applying critical theory • Researching independently • Close reading of a text 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Thinking critically about genre conventions across texts • Analysing authorial methods • Applying and analysing contextual information <p>Other Skills:</p> <ul style="list-style-type: none"> • Engaging with and applying critical theory • Reviewing and editing skills 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Thinking critically about genre conventions across texts • Forming an argument about a text • Planning skills for essays <p>Other Skills:</p> <ul style="list-style-type: none"> • Writing critically • Making connections between poems • Examination technique 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Analysing unseen texts • Exploring writers’ ideas • Reviewing and editing skills <p>Other Skills:</p> <ul style="list-style-type: none"> • Time management • Reviewing and editing skills • Revision skills 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Forming an argument in a critical essay • Analysing authorial methods • Applying and analysing contextual information <p>Other Skills:</p> <ul style="list-style-type: none"> • Evaluating generic conventions across different texts • Thinking and writing critically
Independent Learning Link	<p>LitCharts: ‘A Thousand Splendid Suns’</p> <p>RSC ‘Twelfth Night’ resources</p> <p>‘Small Island’ production review</p>	<p>Study Rocket resources – ‘Twelfth Night’</p> <p>Eduqas general A Level English writing skills</p> <p>SparkNotes analysis – ‘A Thousand Splendid Suns’</p>	<p>Blog – analysis of ‘The Handmaid’s Tale’</p> <p>AQA overview – ‘The Kite Runner’</p> <p>Betjeman biography</p>	<p>Britannica – background information on Margaret Atwood</p> <p>LitCharts: ‘The Kite Runner’</p> <p>NEA criteria</p>	<p>Blog – analysis of ‘London’ by William Blake</p> <p>LitCharts: ‘London’</p> <p>Full text: ‘The Importance of being Earnest’</p> <p>Roger Ebert ‘Earnest’ film review</p>	<p>AQA - aspects of comedy</p> <p>AQA – aspects of social and political protest</p> <p>AQA critical anthology</p>

Year 13	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	<p>Revision for UCAS examinations</p> <p>Revision of Blake (Paper 2, Section B)</p> <p>Revision of 'The Kite Runner' (Paper 2, Section C)</p> <p>Once they have had some revision lessons ahead of UCAS examinations, students revisit Paper 2 content ahead of January exams. They explore elements of social and political protest.</p> <p>Revision of 'Small Island' (Paper 1, Section C)</p> <p>Students recap comedic conventions and revise the plot and context of the novel.</p> <ul style="list-style-type: none"> • Narrative and dramatic devices • Context • Culture • Genre conventions • Examination requirements 	<p>Revision of Blake (Paper 2, Section B)</p> <p>Revision of 'The Kite Runner' (Paper 2, Section C)</p> <p>Students revise their prior learning and complete exam practice.</p> <p>Revision of 'Small Island' (Paper 1, Section C)</p> <p>Students complete their revision, moving on to forging links with 'Earnest'.</p> <ul style="list-style-type: none"> • Writer's purposes • Personal responses • Narrative and dramatic devices • Connections between texts • Genre conventions • Critical theory 	<p>Revision of 'Twelfth Night' (Paper 1, Section A and B)</p> <p>Students revisit 'Twelfth Night', developing their essay responses and thinking in exam conditions.</p> <p>Revision of 'The Handmaid's Tale' (Paper 2, Section C)</p> <p>Revision of 'The Importance of Being Earnest' (Paper 1, Section C)</p> <p>Students revise the second of their Section C texts, thinking about generic conventions across both texts.</p> <ul style="list-style-type: none"> • Writer's purposes • Personal responses • Context • Culture • Genre conventions • Critical theory 	<p>Final revision and exam practice</p> <p>Students prepare for final examinations. Teachers adapt based on the specific needs of the class and what they need additional coaching and practice with.</p> <ul style="list-style-type: none"> • Writer's purposes • Personal responses • Narrative and dramatic devices • Connections between texts • Genre conventions • Critical theory 	<p>Final revision and exam practice</p> <p>Students prepare for final examinations. Teachers adapt based on the specific needs of the class and what they need additional coaching and practice with.</p> <ul style="list-style-type: none"> • Writer's purposes • Personal responses • Narrative and dramatic devices • Connections between texts • Genre conventions • Critical theory 	
Skills	<p>Key Skills:</p> <ul style="list-style-type: none"> • Thinking critically about genre conventions across texts • Forming an argument about a text <p>Other Skills:</p> <ul style="list-style-type: none"> • Revision skills • Applying and analysing contextual information • Examination technique 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Analysing authorial methods • Applying and analysing contextual information <p>Other Skills:</p> <ul style="list-style-type: none"> • Thinking critically about genre conventions across texts • Independent research 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Engaging with and applying critical theory • Thinking critically about genre conventions across texts <p>Other Skills:</p> <ul style="list-style-type: none"> • Forming an argument about a text • Working in time constraints and under pressure • Writing clearly and cogently 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Forming a personal response about a text • Exploring writers' ideas <p>Other Skills:</p> <ul style="list-style-type: none"> • Writing critically • Recalling quotations and key moments from set texts • Revision skills 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Forming a personal response about a text • Exploring writers' ideas <p>Other Skills:</p> <ul style="list-style-type: none"> • Independence • Examination technique 	
Independent Learning Link	<p>British Library: William Blake's radical politics</p> <p>British Library: close reading of Blake's Sweeper Boy poems</p>	<p>Social and political protest revision pack</p>	<p>AQA text overview – 'The Handmaid's Tale'</p> <p>'The Handmaid's Tale' revision pack</p>	<p>November 2021 Paper 2B</p> <p>November 2020 Paper 2B</p>	<p>November 2021 Paper 1B</p> <p>November 2021 Paper 1B</p>	