

# A Level English Literature: course planner

## Co-teaching AS and A level students in year 1

### Year 1

Autumn 1	<ul style="list-style-type: none"> <li>Contemporary poetry</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>Drama</li> <li>AS paper 1 section B mock exam</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>Prose</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>Prose</li> <li>AS paper 2 mock exam</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>Contemporary Poetry</li> <li>AS paper 2 section A mock exam</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>Revision</li> <li>AS Exams</li> <li>Selection of coursework texts (A level students only)</li> </ul>

### Year 2

Autumn 1	<ul style="list-style-type: none"> <li>Coursework</li> <li>Shakespeare</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>Shakespeare</li> <li>Drama revision</li> <li>Paper 1 mock exam</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>Poetry movement/poet</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>Unseen</li> <li>Poetry revision</li> <li>A level paper 3 mock</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>Prose revision</li> <li>A level paper 2 mock</li> <li>Drama/Poetry revision</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>A level exams</li> </ul>

Year 1

Autumn 1	Autumn 2
<p>Introduction to Poetry (2 weeks)</p> <ul style="list-style-type: none"> <li>• Links to poetry study at GCSE</li> </ul> <p>Students are introduced to a range of contemporary poetry and encouraged to read and annotate:</p> <ul style="list-style-type: none"> <li>• metre, rhythm, rhyme</li> <li>• the structure of the poem</li> <li>• unusual words</li> <li>• grammatical features</li> <li>• repetition/predominance</li> <li>• language/register</li> <li>• rhetorical features – metaphor simile, hyperbole, personification, etc.</li> <li>• punctuation</li> <li>• allusions and references</li> <li>• tone.</li> </ul> <p>.....</p> <p>Text: <b><i>Poems of the Decade</i></b> (4 weeks)</p> <p>Focus on COMPARISON</p> <p>Students work through the poems, exploring and analysing, building on analytical work from GCSE and developing skills of comparison.</p>	<p>Text: <b><i>A Streetcar Named Desire</i></b> (6 weeks)</p> <p>Focus on CONTEXT</p> <p>Pre-reading activities should focus on student research into the contexts in which the play was produced:</p> <ul style="list-style-type: none"> <li>• Williams’ biographical profile. His experiences of New Orleans in the 1930s and 40s</li> <li>• historical context – impact of the events of the American Civil War and WWII. Urban growth in the South. Demise of the plantations, etc.</li> <li>• cultural context – decay of the South; conflicting cultures; notions of Southern Gothic</li> <li>• social context – expectations of women in the ‘old’ South.</li> </ul> <p>Shared reading of the play. Students complete a reading journal with comments on characterisation, themes, setting, dramatic techniques and audience response.</p> <p>Focus on LITERARY CONTEXTS:</p> <ul style="list-style-type: none"> <li>• explorations of tragedy</li> <li>• plastic theatre</li> <li>• expressionist features</li> <li>• symbolism.</li> </ul> <p>Re-reading of the play. Students add to their initial comments and focus on the structure of the play, techniques such as foreshadowing and revised comments on previous ideas.</p> <p>Introduction/revision of appropriate dramatic terminology: e.g. soliloquy, dramatic irony, tragedy, tragic hero, realism, symbolism.</p> <p>Students complete essays on key aspects of the play, responding to a given perspective or opinion – e.g. characterisation, effects of theatrical techniques, dramatist’s handling of themes – always linking to the contexts in which the play was produced and is received.</p> <p>Revision and informal assessment opportunity using SAMs</p>

Spring 1	Spring 2
<p>Introduction to prose linking theme: <i>Women and Society</i></p> <p>Students explore and discuss representations of women in a range of texts. (1 week)</p> <p>Focus on CONTEXTS and COMPARISON</p> <p>Text: <b><i>Wuthering Heights</i></b> (5 weeks)</p> <p>Pre-reading activities should focus on student research into the contexts in which the novel was produced:</p> <ul style="list-style-type: none"> <li>• social/economic contexts</li> <li>• property law in 18th century</li> <li>• revolution</li> <li>• male/female societal roles</li> <li>• literary contexts</li> <li>• the Gothic</li> <li>• links to other texts.</li> </ul> <p>While reading the novel, students complete a reading journal with comments on characterisation, themes, setting, narrative techniques and reader response.</p> <p>Focus on DIFFERENT READINGS:</p> <ul style="list-style-type: none"> <li>• a Gothic novel</li> <li>• a love story</li> <li>• a feminist text</li> <li>• a postmodern text.</li> </ul> <p>Re-reading of the novel. Students add to their initial comments and focus on the narrative structure, use of imagery and symbolism, dialect, etc.</p> <p>Introduction/revision of appropriate terminology: e.g. frame narrative, dual narration, irony, tragic hero, realism, symbolism, etc.</p> <p>Students complete essays on key aspects of the novel: e.g. characterisation, effects of narrative techniques, writer's exploration of themes – always linking to the contexts in which the novel was produced and is received.</p>	<p>Text: <b><i>A Thousand Splendid Suns</i></b> (5 weeks)</p> <p>Focus on CONTEXTS and COMPARISON</p> <p>Pre-reading activities should focus on student research into the contexts in which the novel was produced:</p> <ul style="list-style-type: none"> <li>• historical/social contexts</li> <li>• overthrow of King Shah</li> <li>• communist rule/arrival of Soviet troops</li> <li>• Mujahideen conflict</li> <li>• arrival of the Taliban</li> <li>• violence and political oppression</li> <li>• oppression of women.</li> </ul> <p>While reading the novel, students complete a reading journal with comments on characterisation, themes, setting, narrative techniques and reader response.</p> <p>Focus on THEMES:</p> <ul style="list-style-type: none"> <li>• victimisation of women by patriarchal institutions</li> <li>• domestic abuse</li> <li>• resistance to victimisation</li> <li>• power of education</li> <li>• education for women</li> <li>• corruptions of power.</li> </ul> <p>Students add to their initial comments and focus on the narrative structure, use of imagery and symbolism, dialect, etc.</p> <p>Introduction/revision of appropriate terminology: e.g. shifting narrative perspective, irony, foreshadowing, symbolism, etc.</p> <p>Students complete essays on key aspects of the novel – e.g. characterisation, effects of narrative techniques, writer's exploration of themes – always linking to the contexts in which the novel was produced and is received.</p> <p>.....</p> <p>Students explore contrasts and comparisons between the two novels, with due regard to the theme Women and Society. (1–2 weeks)</p> <p>One way in might be to explore feminist readings of both texts:</p> <ul style="list-style-type: none"> <li>• recognition of male and female</li> </ul>

	<p>stereotypes</p> <ul style="list-style-type: none"> <li>• exploration of strong female characters</li> <li>• women's lack of identity under male patriarchy</li> <li>• women in roles defined by men</li> <li>• polarisation of gender differences</li> <li>• use of 'feminine' forms of writing such as letters and diaries.</li> </ul> <p>.....</p> <p>Revision and informal assessment opportunity using SAMs</p>
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Summer 1	Summer 2
<p>Text: <b><i>Poems of the Decade</i></b></p> <p>Focus on COMPARISON (6 weeks)</p> <p>Students work through the poems, exploring and analysing, building on analytical work from term 1 and developing skills of comparison.</p> <p>Students are introduced to strategies for scaffolding comparisons between poems in preparation for AS paper 1 Section A</p> <p>Revision and informal assessment opportunity using SAMs</p>	<p>Thorough revision (4 weeks)</p> <ul style="list-style-type: none"> <li>• Students revise the drama and prose texts from the autumn and spring terms.</li> <li>• Students practise writing timed essays.</li> <li>• Students focus on <b>comparing</b> texts in poetry and prose responses, <b>responding to a given perspective</b> in drama and on <b>exploring contexts</b> in drama and prose responses.</li> </ul> <p>.....</p> <p>AS formal examinations:</p> <p>Component 1: <b>Poetry and Drama</b> 2 hours</p> <p>Component 2: <b>Prose</b> 1 hour</p> <p><b>or</b></p> <p>Informal assessment opportunity using SAMs</p> <p>.....</p> <p>Students choose two texts to read as part of a <b>wider reading project</b> – these can be used for EPQ or for preparation for A2 coursework. (3 weeks)</p>

**Year 2**

Autumn 1	Autumn 2
<p><b>Two texts linked by theme, movement, author or period</b> (free choice coursework) (1–2 weeks)</p> <p>Focus on RESEARCH AND PRESENTATION SKILLS (for submission at half-term)</p> <p>Students will have read their chosen texts over the summer. They will now explore potential areas for study with their teacher and will be introduced to appropriate methods of research and presentation:</p> <ul style="list-style-type: none"> <li>● extended essay writing style</li> <li>● integrating evidence</li> <li>● avoiding plagiarism</li> <li>● citations and bibliographies</li> <li>● critical analysis</li> <li>● editing and proofreading.</li> </ul> <p>.....</p> <p>Text 7: <b><i>Antony and Cleopatra</i></b> (6 weeks)</p> <p>Focus on GENRE (tragedy) and CONTEXTS (social and critical)</p> <p>Pre-reading activities should focus on student research into the contexts in which the play was produced:</p> <ul style="list-style-type: none"> <li>● historical background (Rome and Egypt)</li> <li>● myth of Cleopatra</li> <li>● context of Shakespearian tragedy.</li> </ul> <p>Shared reading of the play. Students complete a reading journal with comments on characterisation, themes, setting, dramatic techniques and audience response.</p> <p>Focus on GENRE:</p> <ul style="list-style-type: none"> <li>● links to classical tragedy</li> <li>● tragic hero</li> <li>● expectations of contemporary audiences</li> <li>● genre features of history plays</li> <li>● superstition and the supernatural.</li> </ul> <p>Re-reading of the play. Students add to their initial comments and focus on the structure of the play – techniques such as the use of dual settings – and revise</p>	<p>Text: <b><i>Shakespeare: A Critical Anthology</i></b> (4 weeks)</p> <p>Students explore a range of critical approaches to Antony and Cleopatra, using the anthology and any other appropriate sources.</p> <p>They will be encouraged to engage in critical debate around the text – taking part in group and paired discussion, hot-seating topics, etc.</p> <p>.....</p> <p>Revision of <i>A Streetcar Named Desire</i> (1–2 weeks)</p> <p>.....</p> <p>Informal assessment opportunity (Component 1) using SAMs</p>

<p>comments on previous ideas.</p> <p>Introduction/revision of appropriate dramatic terminology: e.g. soliloquy, dramatic irony, tragedy, tragic hero, imagery, history plays, etc.</p> <p>Students complete essays on key aspects of the play: e.g. characterisation, contrasts and conflicts, dramatist's handling of themes such as power and passion – always linking to the contexts in which the play was produced and is received.</p>	
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Spring 1	Spring 2
<p>Text: <b>Selected Poems</b>: John Keats (6 weeks)</p> <p>Focus on CONTEXT</p> <p>Students work through the poems, exploring and analysing them in the contexts in which they were produced and received. They build on analytical work from Year 1.</p> <p>Pre-reading activities should focus on student research into the contexts in which the poems were produced and students will have an understanding of:</p> <ul style="list-style-type: none"> <li>• Keats's biography</li> <li>• features of Romanticism</li> <li>• basic knowledge of classical mythology</li> <li>• Keats's letters</li> <li>• contemporary social contexts.</li> </ul> <p>Students complete a reading journal with comments on form, themes, language features, contexts and reader response.</p> <p>Introduction/revision of appropriate poetic terminology: e.g. allegory, sonnet, allusion, diction, ode, archaism, ottava rima, etc.</p> <p>Essays on key aspects of the poetry. Selecting illustrative poems appropriately, linking them to the contexts in which they were produced and are received. General themes might be:</p> <ul style="list-style-type: none"> <li>• the natural world</li> <li>• unrequited love</li> <li>• exile</li> <li>• revolution</li> <li>• imagination</li> <li>• myths</li> <li>• childhood.</li> </ul>	<p>Approaches to <b>unseen poetry</b> (3 weeks)</p> <p>Focus on COMPARISON</p> <p>Students are taught a range of strategies through which to approach unseen poetry, using unseen poems from <i>Poems of the Decade</i> and other published contemporary poetry.</p> <p>.....</p> <p>Revision of <i>Poems of the Decade</i> (2 weeks)</p> <p>.....</p> <p>Using the poems they studied in Year 1, students are encouraged to identify common themes and approaches and to produce timed essays, comparing set poems with a range of unseen texts. (3 weeks)</p> <p>.....</p> <p>Informal assessment opportunity (Component 3) using SAMs</p>

Summer 1	Summer 2
<p>Revision of <i>Wuthering Heights</i> and <i>A Thousand Splendid Suns</i> from Year 1 (2 weeks)</p> <p>Informal assessment opportunity (Component 2) using SAMS</p> <p>.....</p> <p>Thorough revision of all three components. (4–6 weeks)</p>	<p>Formal examinations:</p> <p>Component 1: <b>Drama</b> 2 hours 15 minutes</p> <p>Component 2: <b>Prose</b> 1 hour</p> <p>Component 3: <b>Poetry</b> 2 hours 15 minutes</p>