

Year 12

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn Half-term 1	Teacher 1: 'The Crucible' Teacher 2: American Fiction, 1880-1940. The Great Gatsby	<p>How does Miller use form, language and structure to shape meaning in The Crucible?</p> <p>How does our knowledge of literary, historical and social context shape our understanding of the text?</p> <p>How does Fitzgerald use language, form and structure to shape meaning in 'The Great Gatsby'? How does our knowledge of literary, historical and social context shape our understanding of the text?</p> <p>How can we begin to compare with one of the wider reading texts 'The Age of Innocence'.</p> <p>Students develop the skills of reviewing The Great Gatsby in the light of a series of key contentions.</p>	<ul style="list-style-type: none"> Detailed knowledge of the play and authorial intent. Understanding of a range of critical perspectives. Knowledge of key contextual factors which shape our interpretation of the text. Close analytical knowledge of form, language and structure for key scene in from 'The Crucible' Context of American Fiction, 1880-1940 Detailed knowledge of 'The Great Gatsby' Knowledge of The Age of Innocence Wide range of quotations from memory Knowledge of a range of contextual factors which shape our interpretation of the text, including potentially, other works by Fitzgerald 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Through seminar-style discussion during lessons Through analytical essays Discussion of wider reading Student-led presentations <p>Skills</p> <ul style="list-style-type: none"> Analysis of language, form, structure Applying context with relevance to text and question Applying different critical perspectives to texts in order to develop different readings Shaping a convincing written argument Evaluating critical views Using relevant literary terminology with accuracy and skill <p>Assessment Point information</p> <ul style="list-style-type: none"> 'The Crucible': coursework-style Q Summer Work: 'The Great Gatsby' plot quiz and analytical commentary of the opening page of the novel marked using the Unseen American mark scheme.

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Autumn Half-term 2	<p>Teacher 1: Finishing 'The Crucible' coursework and starting Christina Rossetti: <i>Selected Poems</i></p> <p>Teacher 2: Finish <i>The Great Gatsby</i> and start <i>Hamlet</i></p>	<p>How does Rossetti use language, form and structure to shape meaning in 'Selected Poems'? How does our knowledge of literary, historical and social context shape our response to the text?</p> <p>How does Fitzgerald use language, form and structure to shape meaning in 'The Great Gatsby'? How does our knowledge of literary, historical and social context shape our understanding of the text?</p>	<ul style="list-style-type: none"> • Detailed knowledge of 'Selected Poems – understanding on a narrative level, as well as analytical understanding of linguistic and form choices • Knowledge of terminology to analyse Selected Poems – poetic devices and terminology for analysing verse form • Knowledge of Rossetti's literary, historical and social context • Some understanding of different perspectives/interpretations of the text <ul style="list-style-type: none"> • Context of American Fiction, 1880-1940 • Detailed knowledge of 'The Great Gatsby' • Knowledge of The Age of Innocence 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Through seminar-style discussion during lessons • Through analytical essays • Discussion of wider reading • Student-led presentations • Oral interpretation of different productions • Quizzes on key terminology <p>Skills</p> <ul style="list-style-type: none"> • Analysis of language, form, structure • Applying context with relevance to text and question • Applying different critical perspectives to texts in order to develop different readings • Shaping a convincing written argument • Evaluating critical views • Using relevant literary terminology with accuracy and skill • Interpreting different directorial choices and their effects • Knowledge of how to compare between texts.

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		Students develop the skills of reviewing <i>The Great Gatsby</i> in the light of a series of key contentions and more detailed comparisons with <i>The Age of Innocence</i> .	<ul style="list-style-type: none"> • Wide range of quotations from memory • Knowledge of a range of contextual factors which shape our interpretation of the text, including potentially, other works by Fitzgerald 	Assessment Point information <ul style="list-style-type: none"> • OCR exam style essay on '<i>The Great Gatsby</i>' and '<i>The Age of Innocence</i>' • '<i>The Crucible</i>' Coursework
Spring Half-term 1 and Half-term Spring HT2	Teacher 1: Christina Rossetti Selected Poems Teacher 2: Hamlet	<p>How does Rossetti use language, form and structure to shape meaning in 'Selected'? How does our knowledge of literary, historical and social context shape our response to the text?</p> <p>How does Shakespeare use language, form and structure to shape meaning in 'Hamlet'? How does our knowledge of literary, historical and social</p>	<ul style="list-style-type: none"> • Detailed knowledge of 'Selected Poems' – understanding on a narrative level, as well as analytical understanding of linguistic and form choices • Knowledge of terminology to analyse Selected Poems – poetic devices and terminology for analysing verse form • Knowledge of Rossetti's literary, historical and social context • Some understanding of different perspectives/interpretations of the text • Knowledge of Hamlet in terms of plot, character and analytically in terms of language, form and literary devices 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Through seminar-style discussion during lessons • Through analytical essays • Discussion of wider reading • Student-led presentations • Oral interpretation of different productions • Quizzes on key terminology <p>Skills</p> <ul style="list-style-type: none"> • <u> </u>Analysis of language, form, structure • <u> </u>Applying context with relevance to text and question • <u> </u>Applying different critical perspectives to texts in order to develop different readings • <u> </u>Shaping a convincing written argument • <u> </u>Evaluating critical views • <u> </u>Using relevant literary terminology with accuracy and skill • <u> </u>Interpreting different directorial choices and their effects

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		<p>context shape our response to the text?</p> <p>How have critical views changed over time?</p> <p>How have different directors interpreted the play over time?</p>	<ul style="list-style-type: none"> ● Knowledge of relevant literary terminology ● Relevant literary, historical and social context ● Knowledge of how key scenes are interpreted differently by different directors in key productions ● Some knowledge of critical schools of thought and how these have changed over time 	<ul style="list-style-type: none"> ● <u> </u> Evaluation of how productions and critical perspectives have changed and developed over time ● <u> </u> Memorisation of key quotations ● <u> </u> Examination technique and timing <p>Assessment Point information</p> <ul style="list-style-type: none"> ● OCR exam style essay on 'Christina Rossetti' (Spring 1 and Spring 2) ● Hamlet style Q Part A (Spring 1) and Hamlet style Part B (Spring 2).
Summer	<p>Half term 1:</p> <p>Teacher 1:</p> <p>Finishes Rossetti if needed and then teaches a collection of poetry students can choose to use for their comparative coursework</p>	<p>N/A</p> <p>After internal/external exams:</p> <p>How does a poet use language, form and structure to shape meaning in their collection of poetry (teacher choice)?</p> <p>How does our knowledge of literary, historical and social context shape our response to the text?</p>	<p>N/A</p> <p>After internal/external exams:</p> <ul style="list-style-type: none"> ● Close analytical knowledge of form, language and structure for a collection of poetry, which students can choose to use for their comparative coursework. ● Lesson time can also be used in this period to allow students to catch up on their wider reading of the 12 American novel. 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● <u> </u> Through AS or Internal examination <p>Skills</p> <p>After internal/external exams:</p> <ul style="list-style-type: none"> ● Formulation of own convincing critical argument in response to text <p>Assessment Point information:</p> <p>Summer Term 1</p>

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	Teacher 2: Finishing Hamlet.	<p>How does Shakespeare use language, form and structure to shape meaning in 'Hamlet'?</p> <p>How does our knowledge of literary, historical and social context shape our response to the text?</p> <p>How have critical views changed over time?</p> <p>How have different directors interpreted the play over time?</p>	<ul style="list-style-type: none"> • Knowledge of Hamlet in terms of plot, character and analytically in terms of language, form and literary devices • Knowledge of relevant literary terminology • Relevant literary, historical and social context • Knowledge of how key scenes are interpreted differently by different directors in key productions • Some knowledge of critical schools of thought and how these have changed over time 	<p>Internal EOY exam: Teacher 1 Rossetti – 'Selected Poems' Teacher 2 Hamlet A + B</p> <p>Summer Term 2 Teacher 1 – N/A Teacher 2 N/A</p>
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