

Year 12

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn Half-term 1	<p>Teacher 1: ‘The Crucible’ + Unseen American</p> <p>Teacher 2: American Fiction, 1880-1940. The Great Gatsby</p>	<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 can I respond to a piece of unseen American literature with confidence?</p> <p>How can I integrate my wider contextual knowledge of American Literature to my interpretation of an unseen 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 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’ • A sense of historical, literary and social overview of America throughout the period 1880-1940 • Knowledge of texts named in the wider reading list and their key themes and ideas • Knowledge of relevant literary terminology • Context of American Fiction, 1880-1940 • Detailed knowledge of ‘The Great Gatsby’ • Knowledge of The Age of Innocence • Wide range of quotations from memory 	<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 - Through a close analysis of the presentation of the abuse of power in Act 3 (I thought I would, aye...She’s not hearty I see) consider how far the characterisation and stylistic concerns of the extract are indicative of the rest of the play. • Summer Work: ‘The Great Gatsby’ plot quiz and analytical commentary of the opening page of the novel marked using the Unseen American mark scheme.

		How can we begin to compare with one of the wider reading texts 'The Age of Innocence'. Students develop the skills of reviewing The Great Gatsby in the light of a series of key contentions.	<ul style="list-style-type: none"> Knowledge of a range of contextual factors which shape our interpretation of the text, including potentially, other works by Fitzgerald 	
Autumn Half-term 2	<p>Teacher 1: Finishing 'The Crucible' coursework + Unseen and starting Christina Rossetti: <i>Selected Poems</i></p> <p>Teacher 2: Finish The Great Gatsby and start Hamlet</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</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 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.

[illegible]

		<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"> • 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"> • Memorisation of key quotations • Examination technique and timing <p>Assessment Point information</p> <ul style="list-style-type: none"> • Unseen American (Spring 1) Ox-Bow Incident + OCR exam style essay on 'Christina Rossetti' (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>Teacher 2:</p> <p>Finishing Hamlet.</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>How does Shakespeare use language, form and structure to shape meaning in 'Hamlet'?</p> <p>How does our knowledge of</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. • Knowledge of Hamlet in terms of plot, character and analytically in 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • 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> <p>Internal EOY exam:</p> <p>Teacher 1 Rossetti – 'Selected Poems'</p> <p>Teacher 2 Hamlet A + B</p> <p>Summer Term 2</p>

		<p>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>	<p>terms of language, form and literary devices</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	<p>Teacher 1 – Crucible</p> <p>Teacher 2 - Hamlet Part B Peer Assessed</p>
--	--	--	--	--