



A LEVEL – YEAR 12 – ENGLISH LITERATURE – CURRICULUM OVERVIEW

Autumn Term		Spring Term		Summer Term	
Teacher 1	Teacher 2	Teacher 1	Teacher 2	Teacher 1	Teacher 2
Paper 1: Othello	The Great Gatsby	Pre-1900 Poetry & Unseen Poetry	Pre-1900 Poetry & Unseen Poetry	NEA & Mock Revision Regeneration	Wipers Times & Mock Revision
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
<p>Bridging extracts – GCSE to A-level. Refresh skills of analysis and interpretation.</p> <p>Read and study Othello: dramatic structure; stagecraft; dramatic characterisation and dramatic speech and language.</p> <p>Aspects of love in Othello, how this reflects the Jacobean period. Consider TV, film/stage adaptations and/or critical views - alternative interpretations and how these reflect contexts of reception. Students should practise analysis of key passages from the play.</p>	<p>Introduce the idea of an historicist approach: Love through the ages.</p> <p>Read and study ‘The Great Gatsby: narrative structure; use of time and place, characterisation and point of view.</p> <ul style="list-style-type: none"> • The unreliable narrator • Symbolism • Extract analysis work • Exploration of context – the novella as a product of its time 	<p>How texts relate to their contexts of production.</p> <p>Study the following poems:</p> <ul style="list-style-type: none"> • The Flea • To His Coy Mistress • Sonnet 116 • Remember • La Belle Dame sans Merci. A Ballad • The Garden of Love • She Walks in Beauty 	<p>Introduce students to a range of poetry from across time - how it reflects the literary conventions and attitudes to love of the time in which it was written.</p> <p>Study the following poems:</p> <ul style="list-style-type: none"> • Whoso list to Hunt • The Scrutiny • Absent from Thee • Ae Fond Kiss • The Ruined Maid • At an Inn • Non sum qualis 	<p>Students study their first NEA text and research appropriate secondary sources. Wider reading around the NEA texts might include: biographical works; other texts by the same author; TV, film and stage adaptations; critical sources such as JSTOR and English Review. Introduce academic referencing.</p> <p>Mock Exam Revision:</p> <p>Paper 1:</p> <ul style="list-style-type: none"> • Othello <p>Summer term: Introduce WWI extracts and Pat Barker’s ‘Regeneration.’</p>	<p>Introduction to WWI Literature.</p> <p>Introduce post-1900 drama text: The Wipers Times’: dramatic structure; stagecraft; dramatic characterisation and dramatic speech and language.</p> <p>Mock Exam Revision:</p> <p>Paper 1:</p> <ul style="list-style-type: none"> • Anthology Poetry • The Great Gatsby
Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks
<p>Othello essay 1: extract based question</p> <p>Othello essay 2: Desire is dangerous</p>	<p>Gatsby essay 1: Gatsby’s party- extract analysis</p> <p>Gatsby essay 2: Poverty</p>	<p>Poetry essay: Compare how the authors of two texts you have studied present aspects of desire.</p>	<p>Poetry Essay: Compare how the authors of two texts you have studied present ideas about romantic commitment.</p>	<p>Mock Exam: Othello</p> <p>Unseen poetry essay: 2018 paper</p>	<p>Mock Exam: Gatsby/Poetry</p> <p>Wipers Times Essay: ‘War can only be endured through having a sense of duty.</p>