

# Chapelton Academy **Y12** Curriculum Intent Plan

## Subject: **English Literature**

**Procedural knowledge** (exam technique, skills etc):

- a. Close reading of texts as lynchpin
- b. The language of literature
- c. Historical context
- d. Analysis
- e. Research
- f. Group work
- g. Essay writing
- h. How to use quotations
- i. Multiple interpretations
- j. The craft of the writer and how the reader is positioned by the text
- k. Interrogating the text - intense and probing questioning
- l. Revision and exam technique

No of lessons	Disciplinary Knowledge sequence	Disciplinary knowledge, that this interleaves with	Procedural knowledge progression	RS revision knowledge topic	HW focus and actions	Assessment (topic and skills assessed)
	<b>Topics</b> <b>Organisation and how we will work</b> <b>Introduction to texts and methodologies</b>	Contextual and ideological underpinning – how the social	<b>How learning happens</b> <b>Group work</b> <b>Individual work</b>		<b>The purpose of RS and homework assignments is to deepen and</b>	

<p><b>The overview and the sequence of learning – why do we follow this order and this approach?</b></p> <p><b>Interleaving and reinforcing concepts</b></p> <p><b>Tuning our analytical skills</b></p> <p><b>How to enrich and add more context</b></p> <p>Literary terms</p> <p>The Play</p> <p>The Novel</p> <p>Poetry</p> <p>Overview and exploring understanding of terms – aspects of love: jealousy, passion, desire, rejection, loss, gaslighting</p> <p>Film 1 Gaslight</p> <p><b>Othello Arden Edition</b></p> <p><b>The Awakening and other stories by Kate Chopin</b></p> <p><b>Poetry Anthology</b></p>	<p>and historical context informs our reading of a text</p> <p>A text is a poem, play, novel, film etc</p> <p>Shakespearean tragedy key elements</p> <p>Casting</p> <p>a b c d e j</p>	<p><b>Expectations</b></p> <p><b>Organisation of study and tools</b></p> <p><b>Introduction to AP process</b></p> <p><b>Peer marking</b></p> <p><b>Feedback group</b></p> <p><b>Feedback one to ones</b></p> <p><b>The purpose of Green Pen work</b></p> <p><b>Curriculum intent</b></p> <p><b>Interleaving</b></p> <p><b>Independent learning and our expectations</b></p> <p><b>How we reinforce learning and how you progress</b></p>	<p>Elizabethan theatre</p> <p>Venice and Cyprus</p>	<p><b>enhance your learning.</b></p> <p><b>You will be asked to do research on specific given topics – a particular poet or writer; you may need to read an academic essay on an aspect of a character or language feature or social context. For specific assignments you will be signposted to specific podcasts and need to be ready to discuss aspects of your study in class.</b></p> <p><a href="#">An introduction to Shakespearean tragedy   The British Library (bl.uk)</a></p>	
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					<p>Write up notes and organise folder <b>Update and organise notes for file with sections</b></p> <p><b>Drama Prose Poetry/</b></p> <p><b>Paper 1, Paper 2</b></p> <p><b>Ensure you are clear about overview and that your file is organised appropriately and labelled</b></p>	
	<p>The Tragedie of Othello the Moor of Venice</p> <p>Ottoman/Venetian War</p> <p>How we analyse the language</p> <p>The Machiavellian Villain – see The Prince Niccolo Machiavelli</p>	<p>Act 1 Scene 1 Venice – the first scene begins with an argument at night in the street – in what way does this set the scene? Iago Roderigo Brabantio a b c d e j</p>	<p>Close textual analysis Use of intense questioning – this is how we <b>interrogate the text</b> – for example we might ask the following: How is each character introduced? How does the language of each reveal the character? What can we say about the site of conflict?</p>	<p>Begin character profiles with quotations Summary of each scene Summary of each act Use RSC link</p>	<p>Write up explanatory notes</p>	

	The characters The setting	Scene 2 Brabantio challenges and confronts Othello in the street a b c d e f j	Analysis of language and how the play establishes context and character	Group work Present character Present setting	<a href="#">Strangers in the city: the cosmopolitan nature of 16th-century Venice   The British Library (bl.uk)</a>	
	Laws of marriage	Scene 3 Before the senate. Othello and Desdemona's relationship seen here for the first time. a b c d e j	Granular forensic analysis of speeches  Explain how the speeches reveal characters	Research patriarchal law and legal position of women with regard to property and marriage	Write up explanatory notes	
		Act 11, Act 111 Cyprus – a war garrison – how significant is this? Does it act as a proxy for the underlying theme of violence and war?  a b c d e f j	The plot is engendered	What is the symbolic significance of the handkerchief?	Write up explanatory notes	
	<i>CPD and PD</i>	Act 1V, Act V Power of the fear of dishonour and cuckoldry  a b c d e f j	Public and private face: Othello kisses Desdemona in a very public display. Later he also strikes her in public – what is the significance of both public displays?	Answer critical questions: Why does Othello believe Iago? In what way do both Desdemona and Emilia transgress societal expectations and	Write up explanatory notes	

				norms for women?		
	View film version Branagh, Fishburne, Jacob	Problematic aspects  a b c d e f g j	Multiple interpretations	Plan ideas in group	Complete summaries Learn quotations Essay Question – Is the violent ending inevitable?	
Holiday						
	Poetry Anthology Introduction Sonnet booklet  Unseen Poetry Set Poetry Comparing poems Historicist lens What is contemporary?  Universal themes  Traditions of love poetry Breaking the traditions Creating new forms Striving to say something – to look at the world afresh Poets on poets	The Sonnet Shakespeare's five Compare with Millay's  Metaphysical Poetry  Donne Marvell  Cavaliers Lovelace Herrick  a b c d e f j	How do we analyse a poem?  Spotting the theme Exploring the form and how it shapes the meaning Metaphor Simile Alliteration Enjambment caesura etc	Group work	Plan presentation	

	<a href="#">Ted Hughes: Stronger Than Death - Bing video</a>	Contemporary poetry T S Eliot Maya Angelou Ted Hughes Wendy Cope Seamus Heaney Simon Armitage  a b c d e j k	Key features of contemporary poetry	Individual presentations on chosen poet	Write up explanatory notes	
		Edna St Vincent Millay  Sylvia Plath  Anne Sexton  Sharon Olds  Elizabeth Jennings  a b c d e f j k	Confessional Poetry  What do we think about Philip Larkin?  When poets get removed...	Group work	Write up explanatory notes	
	<i>CPD</i>  <i>Unseen AP</i>	Lovelace /Lewis  a b c d e g h i j k	Compare and contrast how partings are represented.		Write up explanatory notes	
	Feedback on AP	Group feedback and one to ones. Green pen work Self-reflection form Re-do answer a b c d e j k	How to approach this question Themes in common Shared imagery Distinctive differences Other features?		Write up explanatory notes	

					Write up explanatory notes	
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	Holiday					
	<p>How to read a novel</p> <p>Introduction to Kate Chopin and The Awakening</p> <p>Historical Context</p> <p>Louisiana and Slavery</p>	<p>Who was Kate Chopin?</p> <p>Biography</p> <p>New Orleans and Louisiana</p> <p>Initial reaction to publication in 1899</p> <p>Why she was rediscovered in 1969 and considered an important American writer?</p> <p>Historical points on civil War – Louisiana and secession 1861 - a confederate state - turmoil of the South.</p> <p>Antebellum Louisiana was a leading slave state</p> <p>Plantations and slavery – transition</p> <p>‘Separate but equal’ and Jim Crow Laws</p> <p>c e i j k</p>	<p>Historical context</p> <p>Understanding the notion that a novel or any work of art is a product of its time and so is the artist who has created it</p>			
	<p>Close reading of text</p> <p>Analysis and key features</p>	<p>1-5</p> <p>Opening chapters</p> <p>Setting and characters – how is Edna Pontellier and Leone Pontellier’s marriage presented?</p>	<p>The opening of a novel</p> <p>Language</p> <p>Metaphor</p> <p>The importance of the setting</p>			

		What is the significance of Grand Isle?  a b c d e g h i j k				
	<i>PD</i> Close reading of text Analysis and key features	Chapters 6-11  a b c d e f h i j k	What is the nature of the relationship with Robert Lebrun and how would you compare it to that with Leonce Pontellier? Adele Ratignolle is a 'motherwoman' why does Edna reject this	Group work Character profiles with quotations as evidence  Contrast Adele, Edna and Mademoiselle Reisz – how does each represent a different position for women?	Write up in detail	
	Close reading of text Analysis and key features	12-20  a b c d e f h i j k	Why does Edna become involved with Alcee Arobin?	Group work relationships – love and desire	Mini essay  What is your understanding of the title?	
	Close reading of text Analysis and key features	21-31  a b c d e h i j k	Fairy tale elements and symbolism	Create table to highlight fairy tale elements with key quotations	Complete	
	<i>CPD</i> Close reading of text Analysis and key features	32-39  a b c d e g h i j k	Is the ending inevitable? Does Edna choose freedom? Is she a	Can we give a number of interpretations for Robert's	Essay for holiday	



			pioneer or a victim of societal control?	behaviour? Edna's?		
	Holiday					
	Revision Othello analysing an extract Exemplars Academic essays to enrich and deepen understanding	5 exemplars: Othello and Desdemona Othello and Iago Cassio and Bianca/Desdemona The opening scene The final scene  Focus on the language  a b c d e g h i j k l	How to be forensic in granular analysis How to pivot/extrapolate from the extract to make a broader point How to make key points embedding quotations and using them effectively to build and strengthen your argument	Revision – write up session	<a href="#">Racism, misogyny and 'motiveless malignity' in Othello   The British Library (bl.uk)</a>	
	<a href="#">Critical approaches to Othello   The British Library (bl.uk)</a>	Critical views – how Othello has been interpreted  Coleridge, T. S. Eliot to contemporary academics – Professor Emma Smith a b c d e g h i j k l	Themes and interpretations  Bakhtin and post-colonial readings	Mind mapping themes	Revise and learn quotations  <a href="#">Misunderstanding in Othello   The British Library (bl.uk)</a>	
	Revision	Past Paper	Exam techniques	Quotations	Critics – use booklet	
	Y12 Exams					

	Holiday					
	Additional poems from the anthology	Vergissmeinnicht Meeting Point  a b c d e g h i j k l	Poetry analysis Language figurative Metaphor simile alliteration Poetic voice enjambment Caesura rhyme patterning form making the meaning	Make detailed notes		Data
	Additional poems from the anthology	Love and a question Wild Oats  a b c d e g h i j k l	As above	Make detailed notes		
	Additional poems from the anthology	Talking in Bed To John Donne  a b c d e g h i j k l	As above	Make detailed notes		
	Unseen Poetry	Pre1900/Post 1900  a b c d e g h i j k l	Connected by theme? Are there images in each which have resonance? Use of language? Central idea? Male gaze?	Make detailed notes		Data
	Unseen Poetry	Two contemporary poems  a b c d e g h i j k l	Group stanza presentation	Make detailed notes		

	<p>Revision</p> <p>Exam Techniques Paper 1</p> <p>Does Shakespeare ask more questions of us than he answers? Unseen question - analyse the clues given – title, time period, male or female writer.</p> <p>Comparative question - structure, making an argument, linking points to theme of the question</p>	<p>Paper 1 Question practice</p> <p>Past papers</p> <p>Section 1 Shakespeare Section 2 Unseen Poetry Section 3 Comparing texts</p> <p>a b c d e g h i j k l</p>	<p>Timings and structure</p> <p>Focus on the question</p> <p>Introductions and conclusions</p> <p>Constructing an interesting argument – you do not have to agree with a given statement</p> <p>Using tentative language</p> <p>Quotations as evidence</p> <p>Exploring different readings/interpretations</p> <p>Question 3 Comparative</p> <p>Exam Resource Question as exemplar. Mapping out the themes and finding appropriate quotations to answer every aspect.</p>	<p>Mind mapping</p>	<p>Prepare to share in class</p>	
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Holiday						
	Revision	Past Paper a b c d e g h i j k l	Timed paper Building an argument Interrogating the question and wrestling it to the ground!	Create table to show characters themes and quotations for Othello	Key themes for The Awakening and useful quotations	
	Revision	Feedback and final tips for success Quiz – who said this... . a b c d e g h i j k l	Green pen and discussion work on big themes and small examples to illustrate	Read over archive of all power point resources as revision	Quotations, quotations, quotations	
	Y12 exam leave Y12 mock exams					
	Y12 mock exams and post-18 sessions					
	Feedback from mocks Assessment as learning and diagnostic tool  NEA discussions and planning for the big summer read!	a b c d e g h i j k l	General feedback and one to ones Green Pen work Self-reflection form Complete and redo one answer	Complete	Complete and plan summer NEA reading	
	Personal Statement Week					Data
	Work experience week					