

Long Term Planning Year 12

Y12 Autumn Teacher 1 (7 weeks)	Y12 Autumn Teacher 2 (7 Weeks)	Y12 Spring Teacher 1 (6 Weeks)	Y12 Spring Teacher 2 (6 weeks)	Y12 Summer 1 Teacher 2 (6 weeks)	Y12 Summer 2 Teacher 1 (7 weeks)
<p>Paper 1: 19th Century Novel <i>Wuthering Heights</i></p> <p>Students build on their knowledge of relationships from their GCSE course and their awareness of the Gothic Genre further down the school, to develop their understanding of the theme of Love through the Ages and the Key text <i>Wuthering Heights</i>. We introduce a new objective “typicality of time and genre” to their study, to assist them in placing the text in its time and its movement.</p>	<p>Paper 1: Shakespeare Text <i>Winter’s Tale</i> Closed book element of the paper 1 exam.</p> <p>Students develop their prior knowledge of Shakespearean comedy and tragedy to tackle this late play which is both. Students develop their knowledge of context and authorial methods, to begin to engage with the text from a conceptual stance, and to explore the development of the various types and themes of love.</p>	<p>Paper 1: Post 1900 Poetry</p> <p>Students build on their study of poetry throughout school, in order to tackle some more complex texts and concepts. They then link these to the novel and this is an entirely new skill for them, as they need to explore the two texts in the light of a concept rather than at a textual level.</p>	<p>NEA: Core text teaching <i>The Changeling</i></p> <p>Building on their understanding of texts in time, and texts in comparison, we explore this Jacobean Revenge Tragedy as the core course work stimulus text. This complements their study of the opening acts of the <i>Winter’s Tale</i>, and also supports their development of comparison skills.</p>	<p>NEA Coursework tutorials</p> <p>Once students have been introduced to the concept of texts in comparison, students are set the task of choosing, studying and comparing their own text to the core stimulus text. They are supported through the process and are encouraged to develop their own independent study skills in preparation for university.</p>	<p>Unseen Poetry</p> <p>Once students have been guided through the main texts for paper 1, and have developed skills to decode texts independently, they are introduced to the unseen element of this exam, and use their key skills and knowledge to cope with texts they have not seen before. They are taken through the canon of literature and all key movements to boost their knowledge of the subject as a whole prior to the final year of the course.</p>
<p>Personal Development:</p> <p>Exploring the literary Other and the connotations of the morality of Heathcliff. Exploring the class divide and the harshness of the landscape reflected in the character through pathetic fallacy. <i>Wuthering Heights</i> explores in detail the concept of healthy and unhealthy relationships, domestic abuse, parent and child relationships, stereotypes, bullying.</p>	<p>Personal Development:</p> <p><i>Winter’s Tale</i> – exploring flawed character / suppression of women / inequalities / love and relationships.</p>	<p>Personal Development:</p> <p>Cultural elements explored in modern poetry and the different representations of love across time.</p>	<p>Personal Development:</p> <p><i>The Changeling</i> discusses the concept of rape and coercion, and parent and child relationships.</p>	<p>Personal Development:</p> <p>Exploring societal gaps in the <i>Changeling</i> and partner texts such as <i>Lolita</i> / poetry / <i>A Thousand Splendid Suns</i> / <i>Oranges</i> are not the only Fruit etc. Wide range of social issues explored and developed.</p>	<p>Personal Development:</p> <p>Cultural elements explored in unseen poetry through the ages.</p>
<p>Assessment 1 End of Autumn 1 Paper 1 Section C</p>	<p>Assessment 2 End of Autumn 2 Paper 1 Section A</p>	<p>Assessment 3 End of Spring 1 Paper 1 Section C</p>	<p>Assessment 4 End of Spring 2 NEA</p>	<p>Assessment 5 End of Summer 2 NEA</p>	<p>Assessment 6 End of Summer 3 Paper 1 Section B</p>

Long Term Planning Year 13

Y13 Autumn Teacher 1 (7 weeks)	Y13 Autumn Teacher 2 (7 Weeks)	Y13 Spring Teacher 1 (6 Weeks)	Y13 Spring Teacher 2 (6 weeks)	Y13 Summer (6 weeks)	Y13 Summer 2 (7 weeks)
<p>Paper 2: Poetry <i>Carol Ann Duffy Feminine Gospels</i></p> <p>Students commence year 13 with a complex poetry anthology and use the skills developed from the first two poetry units, to tackle these poems from both a linguistic and structural perspective, as well as an holistic thematic perspective. Students write about these poems in comparison to the novel <i>The Help</i>, so they build further on their conceptual approach to essays from their study of <i>Wuthering Heights</i> in year 12.</p>	<p>Paper 2: Modern Novel <i>The Help</i></p> <p>In tandem with the teaching of the poetry, we teach the core novel <i>The Help</i>. Students explore the contexts and themes of the modern period, and develop links between the representation of these themes in this text, and the differing representations in the various Duffy poems. Students explore that sense of typicality, based on their understanding of the literary timeline and movements.</p>	<p>Paper 2: Unseen Prose Modern prose</p> <p>Building on their knowledge of modernism and their own independent writing skills, students begin to tackle unseen prose. They take their understanding of the time period and the texts they have studied as well as their knowledge of the movement as a whole, to tackle unseen texts.</p>	<p>Paper 2: Drama set text <i>Top Girls</i></p> <p>Students tackle this play as their final core text, once they have a sound understanding of the movement and the struggle for identity. This is a complex text and so the sound basis of understanding is essential, and students can bring in their entire knowledge base when studying and writing about <i>Top Girls</i>.</p>	<p>Revision and preparation for exams</p> <p>In this final half term, we revise and develop knowledge of the entire course and explore the exams in full. We tailor this process to students' own issues and requirements.</p>	
<p>Personal Development: Feminine Gospels – exploring the role of women in society. Feminism / misogyny / sexism / violence against women.</p>	<p>Personal Development: Exploring social divisions / racism / gender / motherhood .</p>	<p>Personal Development: Cultural elements explored in unseen poetry through the ages. The development of the concept of identity in modern literature and an exploration of the concept of the self.</p>	<p>Development: All schemes explore the development of character and the interplay between different ideologies. <i>Top Girls</i> in particular deals with the stark differences in versions of the self in different spheres. <i>Top Girls</i> explores in detail the concept of healthy and unhealthy relationships, domestic abuse, parent and child relationships, stereotypes, bullying.</p>	<p>Personal Development: As we move towards the exams we explore self-reflection, development and identifying and dealing with problem areas. Students focus on resilience and coping strategies.</p>	
<p>Assessment 1 End of Autumn 1 Paper 2 Section C</p>	<p>Assessment 2 End of Autumn 2 Paper 2 Section C</p>	<p>Assessment 3 End of Spring 1 Paper 2 Section B</p>	<p>Assessment 4 End of Spring 2 Paper 2 Section A</p>	<p>Assessment 5 End of Summer Terminal Exam</p>	