



Term	Autumn Teacher 1	Autumn Teacher 2	Spring Teacher 1	Spring Teacher 2	Summer Teacher 1	Summer Teacher 2
<b>Topic</b>	Introduction to Linguistic Study "Voices" non fiction anthology	Introduction to NEA. Completion of "Voices" anthology	Introduction to Literary Study "Dracula" set text – Year 13 'Wuthering Heights' and 'Hamlet' - Year 12	Linking text: "Wide Sargasso Sea" (Year 13) Continuation of anchor texts: 'Wuthering Heights' and 'Hamlet' - Year 12	Completion of NEA and preparation for unseen non-fiction	Preparation for mock examination
<b>Content</b>	<p>Students will learn how to interpret and analyse seen – and later unseen - texts in the "Voices" anthology. This centres on the idea of the represented writer (and by implication, reader).</p> <p>They will study:</p> <ul style="list-style-type: none"> <li>- Key terminology associated with KS5 Lang/Lit;</li> <li>- Key sociolinguistic concepts, including the influence of gender, age, region/nationality and social groups on the use of language;</li> <li>- Key linguistic concepts including mode, genre and contexts of reception/publication, and how these affect choices.</li> </ul>	<p>Students will further refine their creative and analytical skills through their NEA.</p> <p>They will study:</p> <ul style="list-style-type: none"> <li>• How to produce new, extended, content both "informed and inspired" by existing texts;</li> <li>• How to create and edit texts that create a particular 'voice' in relation to a theme;</li> <li>• How to analyse the relationship between existing text and new content;</li> <li>• How to edit and refine to keep within parameters of tasks.</li> </ul>	<p>Students will learn how to interpret and analyse the "anchor text" for Paper 2,</p> <p>They will study:</p> <ul style="list-style-type: none"> <li>• Key terminology associated with KS5 Lang/Lit;</li> <li>• Key aspects of the novel/play in terms of genre, characterisation and structure;</li> <li>• The socio-historical context(s) in which the texts were written and received;</li> <li>• Ways in which the texts can be interpreted, including concepts of <i>Fin-de-Siècle</i>, Freudianism, Feminism, aspects of tragedy (Aristotle) and other interpretations.</li> </ul> <p>Students will also explore connections between their anchor texts.</p>	<p>Students will learn how to interpret and analyse the second "anchor text" for Paper 2, Jean Rhys' Wide Sargasso Sea. (Year 13) Year 12 will continue to examine 'Hamlet' and 'Wuthering Heights' with comparisons drawn on the theme of encounters.</p> <p>They will study:</p> <ul style="list-style-type: none"> <li>- Key aspects of the texts in terms of genre, characterisation and structure;</li> <li>- The socio-historical context(s) in which the text was written and received;</li> <li>- Ways in which the texts can be interpreted, including concepts of "othering," post-colonial, and modernist interpretations as applicable</li> <li>- Intertextuality and connections between texts.</li> </ul>	<p>Students will finalise their NEA pieces. They will also look at unseen non-fiction texts selected by their teachers.</p> <p>They will study:</p> <ul style="list-style-type: none"> <li>- Ways to approach unseen texts in examination contexts;</li> <li>- How to structure interpretations of text pairings;</li> <li>- How to apply concepts and issues learned in Autumn 1 as a base structure for comparison.</li> </ul>	<p>Students will complete their study of their set texts and prepare for their mock examinations.</p> <p>They will study:</p> <ul style="list-style-type: none"> <li>- How to effectively compare texts in constrained time conditions;</li> <li>- How to craft responses around both the broader theme of 'encounters' and also the specific focus of the question;</li> <li>- How to structure examination responses.</li> </ul>
<b>Rationale / Linking</b>	This introductory unit bridges the gap between GCSE and A Level study, and underpins much of the Lang/Lit course. The core learning here will support both seen and unseen elements of Paper 1.	This unit offers students the opportunity to select a theme independently, and write creatively inspired by this and individually selected texts. By becoming writers, they are able to develop their own "voice" and how it can be manipulated.	This unit introduces Literary study through the Paper 2 "anchor" text: 'Wuthering Heights' and 'Hamlet' Extended study of each text allows for a deeper understanding of the ways writers work, and the chosen theme 'Encounters' (year 12).	Thematically linked but contextually very different, they are encouraged to explore writers' choices with greater insight,	Students will refine skills in connecting text details already studied with new unseen texts, preparing for Paper 1 Section A.	Students will refine and consolidate connections between the two texts, ahead of their mock examination
<b>Assessment</b>	Students will be assessed with exam style questions each half-term, allowing frequent and measurable assessment of progress towards exam outcomes (except when working on NEA)			<b>Resources</b>	Students are provided with the Anthology for the "Voices" unit, and are expected to purchase their own copies of set texts.	



Term	Autumn Teacher 1	Autumn Teacher 2	Spring Teacher 1	Spring Teacher 2	Summer Teacher 1	Summer Teacher 2
<b>Topic</b>	"All my Sons" – Drama set text	Unseen non-fiction, "Crossing Boundaries" and "Voices"	Additional Text: "Goblin Market..."	Exam Preparation: Paper 1 and 2		
<b>Content</b>	<p>Students will explore the set text, "All My Sons."</p> <p>They will study:</p> <ul style="list-style-type: none"> <li>- Key terminology associated with KS5 study of dramatic texts;</li> <li>- Key aspects of the play, in terms of genre, characterisation and structure;</li> <li>- The socio-historical context(s) in which the text was written and received;</li> <li>- Ways in which the text can be interpreted, including concepts of traditional Greek tragedy; 20<sup>th</sup> century realism; post-modernism etc.</li> </ul>	<p>Students will explore unseen prose non-fiction, related to "Crossing Boundaries".</p> <p>They will study:</p> <ul style="list-style-type: none"> <li>- Key terminology associated with KS5;</li> <li>- How to respond to unseen non-fiction where the theme is already established;</li> <li>- How to explore the way(s) a writer presents a theme, drawing on earlier study of both unseen texts and the Set texts for "Crossing Boundaries";</li> <li>- How to write effective responses in timed conditions.</li> </ul> <p>This unit will also include any final revisions to NEA content.</p>	<p>Students will complete their study of "Crossing Boundaries" with a poetry text: Rossetti's "Goblin Market, Prince's Progress and other poems.</p> <p>They will study:</p> <ul style="list-style-type: none"> <li>- How and why these poems connect to the idea of "crossing boundaries," on various levels including genre;</li> <li>- Why Rossetti is seen as a trailblazer in both women's poetry and poetic form and voice;</li> <li>- How to compare the poems to their previous study.</li> </ul>	<p>Students will refine and develop their examination skills, with regards to the two sections:</p> <ol style="list-style-type: none"> <li>Comparison of one "Voices" text with unseen prose;</li> <li>All My Sons</li> <li>Comparison of one anchor text (Dracula / Wide Sargasso Sea) and one other text (Dracula / Wide Sargasso Sea / Rossetti Poetry);</li> <li>Exploration of one unseen prose relating to "Crossing Boundaries"</li> </ol>		
<b>Rationale/ Linking</b>	Students complete their preparation for Paper 1, through study for Section B. In doing so, they will have studied all three major literary genres: prose, poetry and plays.	Students will draw on their preparation for Paper 1 Unseen, but this time focusing on theme, rather than creation of voice.	Completing the study of the poetry allows students a greater range of options in the Paper 2 exam, whilst also offering further challenge. Students are encouraged to consider the variable of literary form.	Having completed all NEA and Set texts, this term is given to revising texts, improving and refining exam technique, and ensuring that students are ready to sit formal public examination after Easter.		
<b>Assessment</b>	Students will be assessed with exam style questions on a monthly basis with each teacher, allowing frequent and measurable assessment of progress towards exam outcomes (except when working on NEA). The mock examination in Autumn 2 will assess all components, including the drama text.			<b>Resources</b>	Students are provided with the Anthology for the "Voices" unit, and are expected to purchase their own copies of set texts.	