

English Curriculum Sequence – Key Stage 5

|  | KS4 National Curriculum<br>(prior learning)                          | By the end of the<br>term, students can: | <u>Year 12 Term 1</u><br>Hamlet  | <u>Year 12 Term 2</u><br>Drama and Poetry Pre-1900: Rossetti   | <u>Year 12 Term 3</u><br>Drama and Poetry Pre-1900: Wilde   | <u>Year 13 Term 1</u><br>Comparative and Contextual Study: Sense<br>and Sensibility  | <u>Year 13 Term 2</u><br>Comparative and Contextual Study: Tess<br>of the D'Urbervilles   | <u>Year 13 Term 3</u><br>Women in Literature: Unseen   |
|--|--|--|--|--|---|--|---|--|
| What we want our students to know and remember | How are you supporting<br>transition of knowledge from<br>KS5 FE/HE? | Define the key tier 3<br>vocabulary:     | <ul style="list-style-type: none"><li>- Genre</li><li>- Supernatural</li><li>- Blank Verse</li><li>- Caesura</li><li>- Dramatic Irony</li><li>- Enjambment</li><li>- Genre</li><li>- Hyperbole</li><li>- Iambic Pentameter</li><li>- Idiolect</li><li>- Imagery</li><li>- In Medias Res</li><li>- Metaphor</li><li>- Oxymoron</li><li>- Paradox</li><li>- Rhetoric</li><li>- Simile</li><li>- Soliloquy</li><li>- Everyman</li><li>- Hubris</li><li>- Microcosm</li><li>- Oedipus Complex</li><li>- Seven Deadly Sins</li><li>- Symbolism</li></ul> <u>Coursework: Half of A Yellow Sun</u> <ul style="list-style-type: none"><li>- Context</li><li>- Civil War: Igbo and Hausa Tribe</li><li>- Expatriate</li><li>- Genocide</li><li>- Narrative Perspective</li><li>- Biafran War</li><li>- Coup</li><li>- Colonialism</li><li>- Analysis</li><li>- Structure</li><li>- Inference and Deduction</li><li>- Connotation</li><li>- Evaluate</li><li>- Perceptive</li><li>- Language: Simile, Metaphor, Personification, Onomatopoeia, Alliteration (Sibilance, Fricative, Consonance, Assonance), Semantic Field, Word Class (Noun, Verb, Adjective, Adverb) Juxtaposition, Direct Address, Facts, Statistics, Anecdote, Repetition, Rhetorical Question, Emotive Language</li><li>- Structure: Flashback, Flashforward, Chronological/ Non, Cyclical, Cliff-hanger, Shift in Focus</li></ul> | <ul style="list-style-type: none"><li>- Suffragette</li><li>- Pre-Raphaelite</li><li>- Brotherhood</li><li>- High Anglican Church</li><li>- Fallen Woman</li><li>- Literary Criticism: Biographical, Historical, Gender, Psychological, Sociological</li><li>- Angel in the House</li><li>- Symbolism</li><li>- Poetic Terminology: Sonnet, Octave. Quatrain, Stanza, Volta, Sestet, Iambic Pentameter, Caesura, In Medias Res, Syndetic and Asyndetic Listing, Hyperbaton, Refrain Anaphora</li><li>- Allegory</li></ul> <u>Coursework: Owen and Journey's End</u> <ul style="list-style-type: none"><li>- Propaganda</li><li>- Conflict</li><li>- Realism</li><li>- Naturalism</li><li>- PTSD</li><li>- Exposure</li><li>- Psychosis</li><li>- Narrative Perspective</li><li>- Connotation</li><li>- Language: Simile, Metaphor, Personification, Onomatopoeia, Alliteration (Sibilance, Fricative, Consonance, Assonance), Semantic Field, Word Class (Noun, Verb, Adjective, Adverb) Juxtaposition, Direct Address, Facts, Statistics, Anecdote, Repetition, Rhetorical Question, Emotive Language</li><li>- Structure: Flashback, Flashforward, Chronological/ Non, Cyclical, Cliff-hanger, Shift in Focus, Dramatic Irony</li><li>- Literary Criticism: Biographical, Historical, Gender, Psychological, Sociological</li><li>- Symbolism</li><li>- Poetic Terminology: Sonnet, Octave. Quatrain, Stanza, Volta, Sestet, Iambic Pentameter, Caesura, In Medias Res, Syndetic and Asyndetic Listing, Hyperbaton, Refrain Anaphora</li></ul> | <ul style="list-style-type: none"><li>- Genre</li><li>- Epigram</li><li>- Satire</li><li>- Melodrama</li><li>- Problem Play</li><li>- Farce</li><li>- Archetype</li><li>- Context</li><li>- Stage Direction</li><li>- Juxtaposition</li><li>- Plot</li></ul>                    | <ul style="list-style-type: none"><li>- Realist Novel</li><li>- Regency</li><li>- Landed Gentry</li><li>- Satire</li><li>- Classicism</li><li>- Romanticism</li><li>- Epistolary</li><li>- Didactic</li></ul>  | <ul style="list-style-type: none"><li>- Symbolism</li><li>- Tragedy</li><li>- Melodrama</li><li>- Fallen Woman</li><li>- Bildungsroman</li><li>- Dialect</li><li>- Omniscient Narrator</li><li>- Realism</li><li>- Morality</li><li>- Capital Punishment</li><li>- Darwinism</li><li>- Biblical Allusions</li></ul> | <ul style="list-style-type: none"><li>- Modal Auxiliary</li><li>- Connotation</li><li>- Idiolect</li><li>- Gender</li><li>- Stereotype</li><li>- Language</li><li>- Form</li><li>- Structure</li><li>- Narrative Perspective</li><li>- Simile</li><li>- Metaphor</li><li>- Alliteration</li><li>- Personification</li><li>- Word Classes</li><li>- Flashback</li><li>- Flashforward</li><li>- Chronological</li><li>- Non-Chronological</li><li>- Semantic Field</li></ul> |
|  |  | Recall the knowledge:                    | <u>Year 12 Term 1</u><br>Hamlet  | <u>Year 12 Term 2</u><br>Drama and Poetry Pre-1900: Rossetti   | <u>Year 12 Term 3</u><br>Drama and Poetry Pre-1900: Wilde   | <u>Year 13 Term 1</u><br>Comparative and Contextual Study: Sense<br>and Sensibility  | <u>Year 13 Term 2</u><br>Comparative and Contextual Study: Tess<br>of the D'Urbervilles   | <u>Year 13 Term 3</u><br>Women in Literature: Unseen   |
|  |  |  | <ul style="list-style-type: none"><li>- Learners are required to analyse the text in close detail, exploring Shakespeare's use of language and dramatic effects.</li><li>- Consider issues raised in a specific extract in relation to their</li></ul>   | <ul style="list-style-type: none"><li>- Explore contrasts, connections and comparisons between literary texts</li><li>- Explore ways in which texts relate to each other and to literary traditions, movements and genres Understand the significance of cultural and</li></ul>  | <ul style="list-style-type: none"><li>- Explore contrasts, connections and comparisons between literary texts</li><li>- Explore ways in which texts relate to each other and to literary traditions, movements and genres Understand the significance of cultural and</li></ul> | <ul style="list-style-type: none"><li>- Explore contrasts, connections and comparisons between different literary texts within the context of a specific topic area.</li><li>- Explore ways in which texts relate to one another and to literary traditions, movements and genres.</li></ul> | <ul style="list-style-type: none"><li>- Explore contrasts, connections and comparisons between different literary texts within the context of a specific topic area.</li><li>- Explore ways in which texts relate to one another and to literary traditions, movements and genres.</li></ul>                        | <ul style="list-style-type: none"><li>- Read widely and independently in their chosen topic of study.</li><li>- Demonstrate close reading skills in analysing unseen prose extracts. Identify and consider how attitudes and values are expressed in unseen extracts.</li></ul>  |

|  |  |   |   |  |   |  |  |  |
|--|--|---|---|--|---|--|--|--|
|  |  |   | <p>understanding of the play as a whole.</p> <ul style="list-style-type: none"> <li>- Explore ways in which the chosen play is/has been interpreted by different audiences, including over time</li> </ul> <p><u>Coursework: Half of A Yellow Sun</u></p> <ul style="list-style-type: none"> <li>- Demonstrate close reading skills. Identify and consider how attitudes and values are expressed in the chosen text.</li> <li>- Communicate fluently, accurately and effectively their knowledge, understanding and judgement of the chosen text.</li> </ul>   | <p>contextual influences on readers and writers.</p> <ul style="list-style-type: none"> <li>- Identify and consider how attitudes and values are expressed in texts.</li> </ul> <p><u>Coursework: Owen and Journey's End</u></p> <ul style="list-style-type: none"> <li>- Learners are required to explore the contexts of the texts they are reading and others' interpretations of them.</li> <li>- Learners are required to explore connections across the texts.</li> <li>- Learners are required to identify and consider how values are expressed in texts.</li> <li>- Learners are required to draw on their understanding of different interpretations in responding to and evaluating the chosen texts.</li> <li>- Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts.</li> </ul>  | <p>contextual influences on readers and writers.</p> <ul style="list-style-type: none"> <li>- Identify and consider how attitudes and values are expressed in texts.</li> </ul>   | <ul style="list-style-type: none"> <li>- Explore ways in which texts are interpreted by different readers, including over time. Use literary critical concepts and terminology with understanding</li> </ul>   | <ul style="list-style-type: none"> <li>- Explore ways in which texts are interpreted by different readers, including over time. Use literary critical concepts and terminology with understanding</li> </ul>   | <ul style="list-style-type: none"> <li>- Communicate fluently, accurately and effectively their knowledge, understanding and judgement of unseen extracts</li> </ul>   |
| What we want our students to do                |  | Demonstrate excellence in these skills: | <p><u>Year 12 Term 1</u><br/>Hamlet</p> <ul style="list-style-type: none"> <li>- Analyse ways in which Shakespeare shapes meanings in Hamlet including the function and effects of structure, form and language</li> <li>- Articulate informed, personal and creative responses to Hamlet using associated concepts and terminology, and coherent, accurate written expression</li> <li>- Explore the play informed by different interpretations</li> <li>- Consider different interpretations across time.</li> </ul> <p><u>Coursework: Half of A Yellow Sun</u></p> <ul style="list-style-type: none"> <li>- Analyse ways in which meanings are shaped in the chosen literary text</li> <li>- Articulate informed, personal and creative responses to the chosen literary text, using associated concepts and terminology, and coherent accurate written expression.</li> </ul> | <p><u>Year 12 Term 2</u><br/>Drama and Poetry Pre-1900: Rossetti</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of the significance and influence of contexts in which the chosen texts were written and received</li> <li>- Explore connections across the texts</li> <li>- Articulate informed, personal and creative responses to the chosen texts, using associated concepts and terminology, and coherent, accurate written expression</li> <li>- Explore the texts informed by different interpretations.</li> </ul> <p><u>Coursework: Owen and Journey's End</u></p> <ul style="list-style-type: none"> <li>- Articulate informed, personal and creative responses to the chosen literary texts, using associated concepts and terminology, and coherent, accurate written expression</li> <li>- Analyse ways in which meanings are shaped in the chosen literary texts</li> <li>- Demonstrate understanding of the significance and influence of the contexts in which the chosen literary texts are written and received</li> <li>- Explore connections across the chosen literary texts</li> <li>- Explore the chosen literary texts informed by different interpretations.</li> </ul> | <p><u>Year 12 Term 3</u><br/>Drama and Poetry Pre-1900: Wilde</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of the significance and influence of contexts in which the chosen texts were written and received</li> <li>- Explore connections across the texts</li> <li>- Articulate informed, personal and creative responses to the chosen texts, using associated concepts and terminology, and coherent, accurate written expression</li> <li>- Explore the texts informed by different interpretations.</li> </ul> | <p><u>Year 13 Term 1</u><br/>Comparative and Contextual Study: Sense and Sensibility</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of the significance and influence of contexts in which the chosen texts were written and received</li> <li>- Explore connections across the texts</li> <li>- Articulate informed, personal and creative responses to the chosen texts, using associated concepts and terminology, and coherent, accurate written expression</li> <li>- Explore the texts informed by different interpretations.</li> </ul> | <p><u>Year 13 Term 2</u><br/>Comparative and Contextual Study: Tess of the D'Urbervilles</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of the significance and influence of contexts in which the chosen texts were written and received</li> <li>- Explore connections across the texts</li> <li>- Articulate informed, personal and creative responses to the chosen texts, using associated concepts and terminology, and coherent, accurate written expression</li> <li>- Explore the texts informed by different interpretations.</li> </ul> | <p><u>Year 13 Term 3</u><br/>Women in Literature: Unseen</p> <ul style="list-style-type: none"> <li>- Analyse ways in which writers shape meanings</li> <li>- Demonstrate understanding of the significance and influence of contexts in which literary texts are written and received</li> <li>- Articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression.</li> </ul>                                  |
| Key assessment questions: Deeply marked pieces |  |   | <p><u>Year 12 Term 1</u><br/>Hamlet</p> <ul style="list-style-type: none"> <li>- Discuss the passage from Act 1, Scene 1 exploring Shakespeare's use of language and its dramatic effects</li> <li>- Discuss the following passage from Act 3 (lines 92-162), Scene 1 exploring Shakespeare's use of language and its dramatic effects.</li> <li>- Discuss the following passage from Act2,2 exploring Shakespeare's use of language and its dramatic effects. 'Hamlet's fate is sealed from the</li> </ul>   | <p><u>Year 12 Term 2</u><br/>Drama and Poetry Pre-1900: Rossetti</p> <ul style="list-style-type: none"> <li>- 'Literature often presents characters in a state of reflection'. In light of this view, consider how Rossetti explores the significance of thought and reflection</li> <li>- 'Stereotypes about gender in literature are as inappropriate in literature as they are in life'. In light of this view, consider how Rossetti explores gender roles.</li> </ul>   | <p><u>Year 12 Term 3</u><br/>Drama and Poetry Pre-1900: Wilde</p> <ul style="list-style-type: none"> <li>- 'Literature often celebrates the strong bonds between human beings'. In light of this view, consider ways in which writers explore the strength of human relationships. In your answer, compare one drama text and one poetry text.</li> <li>- 'Loss and suffering are familiar conditions in human experience' In light of this view, consider ways in which writers explore loss and</li> </ul>                                    | <p><u>Year 13 Term 1</u><br/>Comparative and Contextual Study: Sense and Sensibility</p> <ul style="list-style-type: none"> <li>- 'Women in literature are defined by their relationship with men'. Explore how far you agree with this claim</li> <li>- 'All the vast anguish of the time is non-existent to Jane Austen'. Explore how far you agree with this claim</li> <li>- 'In Austen's fiction, a ball is the ultimate occasion for a heady kind of courtship'. Explore how far you agree with this claim</li> </ul>  | <p><u>Year 13 Term 2</u><br/>Comparative and Contextual Study: Tess of the D'Urbervilles</p> <ul style="list-style-type: none"> <li>- 'Female characters are shown to be more expressive and emotional than their male counterparts' Comparing two texts, discuss how far you agree with this claim</li> <li>- 'Austen portrays women as imprisoned through class'. Comparing two texts, discuss how far you agree with this claim</li> <li>- 'Literature by and about women is often very strong in its depiction of</li> </ul>   | <p><u>Year 13 Term 3</u><br/>Women in Literature: Unseen</p> <ul style="list-style-type: none"> <li>- Write a critical appreciation of the passage from Wuthering Heights relating your discussion to your reading of women in literature</li> <li>- Write a critical appreciation of the passage from A Handmaid's Tale relating your discussion to your reading of women in literature</li> <li>- Write a critical appreciation of the passage from Jane Eyre relating your</li> </ul> |

|                     |  |  |   |   |   |  |   |  |
|---------------------|--|--|---|---|---|--|---|--|
|                     |  |  | <p>moment he reflects upon the morality of suicide.’ Using your knowledge of the play as a whole, show how far you agree with this view of the character Hamlet.</p> <ul style="list-style-type: none"> <li>- Hamlet... not as the problem of an individual at all, but as something greater and even more mysterious, as a condition for which the individual himself is apparently not responsible...” Caroline Spurgeon. Using your knowledge of the play as a whole, show how far you agree with this view of the character Hamlet.</li> <li>- Claudius ‘is a good king, but a bad man.’ Using your knowledge of the play as a whole, show how far you agree with this view.</li> </ul> <p><u>Coursework: Half of A Yellow Sun</u></p> <ul style="list-style-type: none"> <li>- Discuss the ways in which Adichie presents Olanna in this extract and elsewhere in the novel</li> <li>- Discuss the ways in which Adichie presents Ugwu in this extract and elsewhere in the novel</li> <li>- Discuss the ways in which Adichie presents the views of the expatriate in this extract and elsewhere in the novel</li> <li>- Discuss the ways in which Adichie presents the theme of hope in this extract and elsewhere in the novel</li> <li>- Discuss the ways in which Adichie presents Richard as an outsider in this extract and elsewhere in the novel</li> <li>- Discuss the ways in which Adichie presents Odenigbo in this extract and elsewhere in the novel</li> </ul> | <ul style="list-style-type: none"> <li>- 'Literature often undervalues qualities of kindness and compassion'. In light of this view, consider how Rossetti explores kind and compassionate behaviour</li> </ul> <p><u>Coursework: Owen and Journey’s End</u></p> <ul style="list-style-type: none"> <li>- 'Discuss the ways in which Sherriff presents the reality of war</li> <li>- Explore the ways in which Sherriff presents innocence and experience</li> <li>- Compare and contrast the ways in which Sherriff and Owen present the horrors of war</li> <li>- Compare and contrast the ways in which Sherriff and Owen present the psychological trauma of war</li> </ul>   | <p>suffering. In your answer, compare one drama text and one poetry text.</p> <ul style="list-style-type: none"> <li>- 'Hidden truths will always be revealed in the end. In light of this view, consider ways in which writers explore the strength of human relationships. In your answer, compare one drama text and one poetry text.</li> </ul>   |  | <p>the inner life'. Comparing two texts, discuss how far you agree with this claim</p>  | <p>discussion to your reading of women in literature</p> <ul style="list-style-type: none"> <li>-</li> </ul>   |
| Disciplinary Rigour |  | <p>What makes your subject different to other subjects?</p> <p>What are the expectations for students in your subject area in the KS5 qualification specification?</p> | <p><u>Year 12 Term 1</u><br/>Hamlet</p> <ul style="list-style-type: none"> <li>- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>- AO2: Analyse ways in which meanings are shaped in literary texts.</li> <li>- AO5: Explore literary texts informed by different interpretations</li> </ul> <p><u>Coursework: Half of A Yellow Sun</u></p> <ul style="list-style-type: none"> <li>- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>- AO2: Analyse ways in which meanings are shaped in literary texts.</li> </ul>   | <p><u>Year 12 Term 2</u><br/>Drama and Poetry Pre-1900: Rossetti</p> <ul style="list-style-type: none"> <li>- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>- AO4: Explore connections across literary texts.</li> </ul> <p><u>Coursework: Owen and Journey’s End</u></p> <ul style="list-style-type: none"> <li>- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>- AO2: Analyse ways in which meanings are shaped in literary texts.</li> <li>- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>- AO4: Explore connections across literary texts.</li> <li>- AO5: Explore literary texts informed by different interpretations</li> </ul> | <p><u>Year 12 Term 3</u><br/>Drama and Poetry Pre-1900: Wilde</p> <ul style="list-style-type: none"> <li>- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>- AO4: Explore connections across literary texts.</li> </ul> | <p><u>Year 13 Term 1</u><br/>Comparative and Contextual Study: Sense and Sensibility</p> <ul style="list-style-type: none"> <li>- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>- AO4: Explore connections across literary texts.</li> </ul> | <p><u>Year 13 Term 2</u><br/>Comparative and Contextual Study: Tess of the D'Urbervilles</p> <ul style="list-style-type: none"> <li>- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>- AO4: Explore connections across literary texts.</li> <li>- AO5: Explore literary texts informed by different interpretations</li> </ul> | <p><u>Year 13 Term 3</u><br/>Women in Literature: Unseen</p> <ul style="list-style-type: none"> <li>- AO2: Analyse ways in which meanings are shaped in literary texts.</li> <li>- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> </ul> |

|                          |  |  |  |  |  |  |  |  |
|--------------------------|--|--|--|--|--|--|--|--|
| Link to Catholic Virtues |  |  | <a href="#">Year 12 Term 1</a><br>Hamlet   | <a href="#">Year 12 Term 2</a><br>Drama and Poetry Pre-1900: Rossetti  | <a href="#">Year 12 Term 3</a><br>Drama and Poetry Pre-1900: Wilde   | <a href="#">Year 13 Term 1</a><br>Comparative and Contextual Study: Sense and Sensibility  | <a href="#">Year 13 Term 2</a><br>Comparative and Contextual Study: Tess of the D'Urbervilles  | <a href="#">Year 13 Term 3</a><br>Women in Literature: Unseen  |
|                          |  |  | <ul style="list-style-type: none"><li>- Curious and Active</li></ul> <a href="#">Coursework: Half of A Yellow Sun</a> <ul style="list-style-type: none"><li>- Curious and Active</li><li>- Faith Filled and Hopeful</li></ul>  | <ul style="list-style-type: none"><li>- Compassionate and Loving</li><li>- Faith Filled and Hopeful</li><li>- Grateful and Generous</li></ul> <a href="#">Coursework: Owen and Journey's End</a> <ul style="list-style-type: none"><li>- Compassionate and Loving</li><li>- Faith Filled and Hopeful</li><li>- Grateful and Generous</li></ul>   | <ul style="list-style-type: none"><li>- Attentive and Discerning</li><li>- Curious and Active</li></ul>            |  | <ul style="list-style-type: none"><li>- Compassionate and Loving</li></ul>   | <ul style="list-style-type: none"><li>- Attentive and Discerning</li></ul>   |
| World of Work Links      |  |  | <a href="#">Year 12 Term 1</a><br>Hamlet   | <a href="#">Year 12 Term 2</a><br>Drama and Poetry Pre-1900: Rossetti  | <a href="#">Year 12 Term 3</a><br>Drama and Poetry Pre-1900: Wilde   | <a href="#">Year 13 Term 1</a><br>Comparative and Contextual Study: Sense and Sensibility  | <a href="#">Year 13 Term 2</a><br>Comparative and Contextual Study: Tess of the D'Urbervilles  | <a href="#">Year 13 Term 3</a><br>Women in Literature: Unseen  |
|                          |  |  | <ul style="list-style-type: none"><li>- Theatre Studies</li></ul>  | <ul style="list-style-type: none"><li>- Equality in the Workplace</li></ul>  | <ul style="list-style-type: none"><li>- Politics</li></ul>   | Publishing: Development of the Novel   | <ul style="list-style-type: none"><li>- Changing Face of Agriculture</li></ul>   | <ul style="list-style-type: none"><li>- Gender: Roles/ Stereotypes/ Expectations</li></ul>   |
| Home Learning            |  |  | <a href="#">Year 12 Term 1</a><br>Hamlet   | <a href="#">Year 12 Term 2</a><br>Drama and Poetry Pre-1900: Rossetti  | <a href="#">Year 12 Term 3</a><br>Drama and Poetry Pre-1900: Wilde   | <a href="#">Year 13 Term 1</a><br>Comparative and Contextual Study: Sense and Sensibility  | <a href="#">Year 13 Term 2</a><br>Comparative and Contextual Study: Tess of the D'Urbervilles  | <a href="#">Year 13 Term 3</a><br>Women in Literature: Unseen  |
|                          |  |  | <ul style="list-style-type: none"><li>- Research critical theories exploring the play</li></ul> <a href="#">Coursework: Half of A Yellow Sun</a> <ul style="list-style-type: none"><li>- Research contextual factors</li></ul>   | <ul style="list-style-type: none"><li>- Research Rossetti contextual factors: avoiding misconceptions</li></ul> <a href="#">Coursework: Owen and Journey's End</a> <ul style="list-style-type: none"><li>- Research contextual factors</li></ul>   | <ul style="list-style-type: none"><li>- Research Wilde contextual factors: avoiding overgeneralisation</li></ul>   | <ul style="list-style-type: none"><li>- Research Austen contextual factors</li></ul>   | Research Hardy contextual factors  | Wider reading: Women in Literature   |
| Cultural Capital         |  |  | <a href="#">Year 12 Term 1</a><br>Hamlet   | <a href="#">Year 12 Term 2</a><br>Drama and Poetry Pre-1900: Rossetti  | <a href="#">Year 12 Term 3</a><br>Drama and Poetry Pre-1900: Wilde   | <a href="#">Year 13 Term 1</a><br>Comparative and Contextual Study: Sense and Sensibility  | <a href="#">Year 13 Term 2</a><br>Comparative and Contextual Study: Tess of the D'Urbervilles  | <a href="#">Year 13 Term 3</a><br>Women in Literature: Unseen  |
|                          |  |  | <ul style="list-style-type: none"><li>- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li></ul> <a href="#">Coursework: Half of A Yellow Sun</a> <ul style="list-style-type: none"><li>- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li></ul> | <ul style="list-style-type: none"><li>- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li></ul> <a href="#">Coursework: Owen and Journey's End</a> <ul style="list-style-type: none"><li>- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li></ul> | <ul style="list-style-type: none"><li>- Understanding of the consequences of their behaviour and actions</li></ul> | <ul style="list-style-type: none"><li>- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li></ul> | <ul style="list-style-type: none"><li>- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li></ul> | <ul style="list-style-type: none"><li>- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li></ul> |