

	Year 12 English Literature					
	Autumn Term 1 - Hamlet	Autumn Term 2 – C/Wk Task 1 HOAYS	Spring Term 1 - Rossetti	Spring Term 2 – C/Wk task 2 War	Summer Term 2 – A Doll's House	Summer Term 2 - Synoptic unit (prepare for DP2)
BIG Q Content <i>(max 5)</i> Please log into SENECA to support learning.	How does Shakespeare shape meaning in <i>Hamlet</i>? 1. Analyse how Shakespeare uses structure, form, and language. 2. Develop informed, personal, and creative interpretations. 3. Explore and evaluate a range of interpretations of <i>Hamlet</i> . 4. Consider how responses to the play have changed over time.	How does Chimamanda Ngozi Adichie shape meaning in <i>Half of a Yellow Sun</i>? 1. Analyse how Adichie uses narrative methods, structure, and language. 2. Develop informed, personal responses. 3. Use relevant literary concepts, terminology, and clear written expression. 3. Explore different perspectives and interpretations of the novel.	How do Christina Rossetti's poems reflect their historical and cultural contexts? 1. Analyse how Rossetti's context influences her poems. 2. Explore connections across Rossetti's poems (e.g. love, faith, death, sacrifice). 3. Write about how these shared ideas develop meaning. 4. Use accurate literary terminology. 5. Engage with critical readings of the poems.	How do Owen and Sherriff present the realities of war? 1. Analyse and comment on Owen's imagery and disrupted form. 2. Comment on Sherriff's realistic dialogue and setting to expose war's brutality. 2. Explore how both writers reflect WWI disillusionment and the psychological impact of trench warfare. 3. Develop and engage with critical readings of both texts.	How does Ibsen present the constraints of society and identity in <i>A Doll's House</i>? 1. Understand how Ibsen reflects 19th-century social norms, particularly gender roles and marriage. 2. Explore links between power, identity, and freedom within the play. 3. Develop clear, personal interpretations. 4. Use relevant terminology and accurate expression. 5. Consider different readings of Nora's actions.	Hamlet Part A: How does Shakespeare use language and dramatic effects to shape meaning? Hamlet Part B: How do the issues in various extracts relate to the play as a whole? Ibsen/Rossetti Comparison: How do Ibsen and Rossetti present gender, power, and context, and how can these be compared?
Vocabulary <i>(max 10)</i> Please log into SENECA to support learning.	1. Caesura 2. Enjambment 3. Hyperbole 4. Iambic Pentameter 5. In Medias Res 6. Paradox 7. Rhetoric 8. Hubris 9. Microcosm 10. Oedipus Complex	1. Context 2. tribe 3. Expatriate 4. Genocide 5. Biafran War 6. Coup 7. Colonialism 8. civil war 9. narrative perspective, 10. flashforward/flashback	1. Suffragette 2. Pre-Raphaelite Brotherhood 3. High Anglican Church 4. Fallen Woman 5. Literary Criticism: biographical, historical, gender, psychological, sociological 6. Angel in the House 7. Poetic terminology: sonnet, octave, quatrain, stanza, volta, sestet.	1. Propaganda 2. Conflict 3. Realism 4. Naturalism 5. PTSD 6. Exposure 7. Psychosis 8. octave 9. quatrain 10. Poetic terminology: sonnet, octave, quatrain, stanza, volta, sestet	1. Genre 2. Foil 3. Irony 4. Realism 5. Symbolism 6. Victorian Era Norms 7. Feminism 8. Modern Drama 9. Context 10. Stage Direction	Poetic terminology: 1. sonnet 2. octave 3. quatrain 4. stanza 5. volta 6. sestet. 7. Paradox 8. Rhetoric 9. Hubris 10. Oedipus Complex
Catholic Link	Explore how <i>Hamlet</i> explores conscience and moral responsibility.	Consider how <i>Half of a Yellow Sun</i> explores human dignity and suffering.	Explore how Rossetti's poetry reflects devotion, repentance, and faith.	Explore how Owen and Sherriff reveal war's suffering and moral tragedy.	Explore how Ibsen highlights dignity, truth, and conscience against social oppression.	Consider how texts represent the Catholic values of faith in action.

Careers Link	Actor/theatre work	Lawyer (analysis skills)	Literary critic/writer	Teacher/lecturer	Copywriter or content write	Publisher/editor
Ways to enrich A Level Literature study at home: Pick a key passage and highlight repeated words, images, or motifs. Write 3–4 bullet points on how these link to the text’s main themes OR Watch a short lecture/interview on one of your set texts, then write a 5-minute response on how it changes (or challenges) your interpretation OR ask three people (or check 3 online sources) for their view on a character/theme; note similarities and differences, then decide which view you agree with and why.						