

KS5 Curriculum Plan 2022-2023

		LP1	LP2	LP3	LP4	LP5
Year 12	TOPIC	LP1 - Prose Study and Unseen Prose and Poetry	T1 - LP2 and LP3 - Poetry Study T2 - LP2 - Prose Study and Introduction to NEA T2 - LP3 The Poetry of Christina Rossetti		T1 - LP4 and LP5 - drama study T2 - LP4 and LP5 The poetry of Christina Rossetti	
	Skills	Students begin their A Level course through a prose study of texts from different time periods. Students will study 'Remains of the Day' by Ishiguro and research a text independently that they will compare it to for their NEA assessment. They will explore how writers shape plot and character and learn about the role of the narrator in each text. They will gain knowledge of the historical and social context of both texts and how the texts were received. They will engage with critical views and understand how to apply criticism in their analysis. Students will learn how to identify and analyse themes between texts and develop as critical readers.	In LP2 and LP3, students will be introduced to the poetry element of their A Level course. They will complete a comparison study on the poetry of Sylvia Plath and Ted Hughes. Students will develop knowledge of poetic movements through history. They will develop skills in reading for meaning; exploration of language and its effects and exploration of poetic devices and their effects. Students will learn about the social, historical and biographical context of poems and how it influences composition of poetry and our reading of it. Students will identify themes across multiple poems; responding to criticism and becoming critical readers. Students will also complete their study of 'The Remains of the Day' and begin work on their NEA. In LP3, students will begin their study of the poetry of Christina Rossetti. Students will develop knowledge of poetic movements through history. They will develop skills in reading for meaning; exploration of language and its effects and exploration of poetic devices and their effects. Students will learn about the social, historical and biographical context of poems and how it influences composition of poetry and our reading of it. Students will identify themes across multiple poems; responding to criticism and becoming critical readers.		In LP4 and LP5, students will be introduced to the drama component of their A Level course. They will study Webster's 'The Duchess of Malfi'. In their study of 'The Duchess of Malfi' students will learn about Jacobean revenge tragedy; the court of James I; societal structures and hierarchy. They will develop their skills in reading for meaning; exploration of language and its effects; exploration of dramatic devices and their effects. They will widen their knowledge of how to identify themes within texts and learn how to respond to criticism and become increasingly critical readers. Students will also complete their study of the poetry of Christina Rossetti.	
	Key Vocab	Poetry – poetic, tentative, imagery, argument, symbolism, confessional, allegory. Prose – prose, characterisation, critical, thesis, intention, development.	LP2 - dignity, blindness, masquerade, revelation, climax, thematic, structure LP3 - Rossetti – form, structure, metre, imagery, symbolism, context, pre-Raphaelite LP2 - Plath and Hughes – form, structure, metre, confessional, criticism, mythological, imagery LP3 - Plath and Hughes - Thanatos, allusion, juxtaposition, symbolism, thematic, allegory, self-hood		Duchess of Malfi – renaissance, stereotype, proto feminist, analytical, patriarchal, antagonist, malcontent Rossetti - critical, interpretation, analytical, imagery, structure, form, devotional	
Year 13	TOPIC	T1 - Drama: A Streetcar Named Desire (comparative study with The Duchess of Malfi)		Revision of Poetry of Plath and Hughes Revision of Shakespeare's King Lear and Webster's The Duchess of Malfi		
	Knowledge	In Year 13, students will continue to study for the drama component of their course through a close reading and analysis of 'A Streetcar Named Desire' by Tennessee Williams. They will learn about American society after the American Civil War and the social and historical context of New Orleans and the Southern states. They will develop their skills in reading for meaning; exploration of language and its effects; exploration of dramatic devices and their effects. They will widen their knowledge of how to identify themes within texts and learn how to respond to criticism and become increasingly critical readers. For 'King Lear', students will learn about the true history of King Lear, the court of James I, societal structures and hierarchy. They will develop their skills in reading for meaning; exploration of language and its effects; exploration of dramatic devices and their effects. They will widen their knowledge of how to identify themes within texts and learn how to respond to criticism and become increasingly critical readers.		REVISION OF PLATH AND HUGHES REVISION OF 'KING LEAR' AND 'THE DUCHESS OF MALFI' As before – with opportunity to plug gaps in knowledge/revisit exam techniques		
	Skills	AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology and coherent accurate expression. AO2 - Analyse ways in which meanings are shaped in literary texts. AO3 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. AO4 - Explore connections across literary texts. AO5 - explore literary texts informed by different interpretations.				
Key Vocab	LP1 - A Streetcar Named Desire - revenge, proto-feminist, patriarchy, gender theory, Marxism. LP2 - trauma, malicious, dramatic device, sub-text, climax, pathos, tragedy. LP1 - King Lear – Jacobean, contemporaneous, merciless, symbolism, manipulation, degradation, desolation LP2 - dramatic irony, symbolism, visceral, parallelism, reunion, pathos, theme		King Lear LP3 - Pathos, Jacobean, Tragedy, Context, Dramatic Irony, Symbolism, Theme. Poetry LP3 - Allegory, Allusion, Thematic, Symbolism, Form, Imagery, Context.			