

## Year 12 English Literature Learning Programme 4

<p>The LORIC skill focus for this LP is: INITIATIVE. The Moral Virtues focus for this LP are: INTEGRITY and GRATITUDE.</p> <p>Integrity - Having strong moral principles. Gratitude - Feeling and expressing thanks.</p> <p><b>What will I be learning about in this Learning Programme?</b> In this LP I will be studying John Webster's The Duchess of Malfi.</p> <p><b>Where have I seen this learning before?</b> In my Shakespeare study in Year 10 and Year 11.</p> <p><b>What could I use it for?</b> Component 2 Drama exam.</p>		<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Capital letters must be used at the start of sentences and for the first letter of proper nouns</li> <li>Full stops must be used at the end of a sentence</li> <li>Question marks must be used at the end of a question</li> <li>Apostrophes should only be used for possession or omission</li> <li>Days of the week and months must be spelled correctly</li> <li>Key words must be spelled correctly</li> </ul>	
<p><b>In LP4.1, I will know:</b></p> <p>how to identify key contextual details relating to the Jacobean court; how Webster uses the setting of the Italian court in the opening of Act 1:1.</p>	<p>09/03/26 - (WK 2)</p>	<p><b>Key Vocabulary</b></p> <p>Jacobean</p>	<p><b>Homework</b></p> <p>Complete contextual research on John Webster.</p>
<p><b>In LP4.2, I will know:</b></p> <p>how to analyse the moral integrity of the Cardinal and Ferdinand in Act 1:1; how to explore how gender stereotypes are presented in Act 1:1.</p>	<p>16/03/26 - (WK 1)</p>	<p><b>Key Vocabulary</b></p> <p>Stereotype</p>	<p><b>Homework</b></p> <p>Respond to a short extract from the play, focusing on language and imagery.</p>
<p><b>In LP4.3, I will know:</b></p> <p>how to analyse Bosola's trickery and deceit in Act 2:1; how to respond to key events in Act 2:2 and Act 2:3.</p> <p>Extended Task.</p>	<p>23/03/26 - (WK 2)</p>	<p><b>Key Vocabulary</b></p> <p>Proto-Feminist</p>	<p><b>Homework</b></p> <p>Complete a character analysis of the Duchess.</p>
<p><b>In LP4.4, I will know:</b></p> <p>how to respond to the way Julia is presented in Act 2:4; how to analyse Webster's use of language and imagery in Act 2:5, using analytical verbs with precision.</p>	<p>13/04/26 - (WK 1)</p>	<p><b>Key Vocabulary</b></p> <p>Analytical</p>	<p><b>Homework</b></p> <p>Create a mind map, including context and critics, exploring how women are presented in the play.</p>
<p><b>In LP4.5, I will know:</b></p> <p>how to respond to key events in Act 3:1 and Act 3:2; how to investigate the presentation of Bosola as a 'dual protagonist' and 'tragic hero'.</p>	<p>20/04/26 - (WK 2)</p>	<p><b>Key Vocabulary</b></p> <p>Malcontent</p>	<p><b>Homework</b></p> <p>Complete an essay plan based on your knowledge of the play so far.</p>
<p><b>In LP4.6, I will know:</b></p> <p>how to explore the interaction between the Duchess and Ferdinand in Act 3:2; how to track events in the play and examine the Duchess' naivety as part of her downfall.</p> <p>Extended Task.</p>	<p>27/04/26 - (WK 1)</p>	<p><b>Key Vocabulary</b></p> <p>Antagonist</p>	<p><b>Homework</b></p> <p>Complete a character analysis of Ferdinand.</p>
<p><b>In LP4.7, I will know:</b></p> <p>how to reflect on key critical receptions related to the play; how to embed contextual information in an analysis of the play.</p>	<p>04/05/26 - (WK 2)</p>	<p><b>Key Vocabulary</b></p> <p>Critical</p>	<p><b>Homework</b></p> <p>Track events in the play to explain how they have led to the Duchess' imprisonment.</p>
<p><b>Resources to support learning:</b></p> <p>EPC Knowledge Organiser <a href="https://www.shmoop.com/study-guides/the-duchess-of-malfi/#:~:text=On%20the%20surface%2C%20The%20Duchess,more%20to%20it%20than%20that.">https://www.shmoop.com/study-guides/the-duchess-of-malfi/#:~:text=On%20the%20surface%2C%20The%20Duchess,more%20to%20it%20than%20that.</a></p>			
<p><b>FFET Award Challenge for this Learning Programme:</b></p> <p>Create a lesson on poetry and teach it to the class.</p>			

