

English Curriculum Overview – Year 12 – Teacher A

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1 & 2 and Spring Term 1						
<p>Component 2 - DRAMA</p> <p><u>Section A:</u> Shakespeare</p> <p><i>The Tempest</i></p>	<ul style="list-style-type: none"> Whole text knowledge including plot, characters, relationships and themes Literary devices frequently used by Shakespeare (e.g. <i>natural imagery, semantic fields, mythological allusions, symbolism, diabolical imagery, etc.</i>) Dramatic techniques (e.g. <i>dialogue, monologues, soliloquys, asides, stage directions, dramatic irony, foreshadowing, etc.</i>) Structural techniques employed by Shakespeare (e.g. <i>iambic pentameter, line distribution, line sharing, syntax, etc.</i>) Relevant historical contexts and relation to key ideas, themes and characters (e.g. <i>Jacobean</i> 	<ul style="list-style-type: none"> Interpreting wording and demands of set questions Evaluating how meaning is shaped in the play through close analysis of crafting of language and techniques Exploring the role of contextual influences upon a piece of writing to support analysis Evaluation of intended authorial purpose and/or message, considering the role of contextual influences Differentiating between how a contemporary and a modern reader would respond to the play's ideas Effective annotation skills Crafting of purposeful and detailed thesis statements Selecting the most effective supporting textual evidence Exploring alternative interpretations 	<p>Formal class presentation on contextual research</p> <p>Completing exam-style assessments in class under timed conditions, including both extract based and closed text questions</p> <p>Completing non-timed exam-style questions at home</p> <p>QfE mock examination in December – full Drama paper</p>	<p>Research of key contexts to support reading</p> <p>Annotation of set scenes and/or extracts</p> <p>Wider reading of provided critical essays</p> <p>Completion of exam-style questions</p> <p>Editing and rewriting of marked work to improve</p>	<p>Grateful for different writers' contributions to the literary canon</p> <p>The dignity of work – through looking at how Shakespeare's writing draws attention to important social issues such equality</p> <p>Dignity and compassion – the impacts of behavior and treatment of others through exploration of theme of colonisation</p> <p>Theatre trip to watch live production of 'The Tempest' where available</p> <p>Exploration of Roman mythology to support textual understanding</p> <p>Reading of excerpts from historical and philosophical documents</p> <p>History – exploration of Jacobean society to understand contextual influences</p>	<p>Development of close analysis skills which support study of other set texts studied throughout course, but specifically the Pre- and Post-1900 Drama and Poetry units</p> <p>Cross-over of contextual influences relevant to Pre-1900 Drama text, 'Doctor Faustus'</p> <p>Links to themes found in coursework</p>

	<p><i>theatre, Colonialism, Regicide, the Divine Right of Kings, rights of women, Jacobean views on witchcraft, etc.)</i></p> <ul style="list-style-type: none"> Understanding of WJEC Eduqas success criteria, mark scheme breakdown and demands of assessment objectives How to structure a successful exam-style analytical response that interweaves assessment objectives 	<ul style="list-style-type: none"> Memorisation of key quotations Evaluation of critical readings on key ideas and concepts and making links between these and textual analysis Understanding of how to apply mark scheme to sample responses Understanding of how to reflect upon and apply feedback to successfully edit and improve work 			<p>Geography – exploration of settings and travel routes presented within the play (Italy, Tunisia, Bermuda)</p> <p>Politics – examination of Italian monarchy and political system</p> <p>RE – Exploration of key themes of forgiveness and redemption</p> <p>Philosophy and Ethics – exploration of morality</p> <p>Theatre including director, actor and stage design</p> <p>Public speaking via examination of rhetorical devices</p>	<p>and Unseen Prose units, such as gender relations, restriction/oppression,</p>
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Spring Term 2 and Summer Term 1 & 2

<p>Component 4 – NON-EXAM ASSESSMENT</p> <p>Comparative Coursework</p> <p>- ‘The Bloody Chamber’ by Angela Carter</p> <p>- ‘The Penelopiad’ by Margaret Atwood</p>	<ul style="list-style-type: none"> Whole text knowledge including plot, characters, relationships and themes Literary devices frequently used by Carter and Atwood (<i>narrative perspective, natural imagery, symbolism, metaphors, etc.</i>) Role of form and structure employed by Carter and Atwood (<i>short stories versus novel, role of chapters, interleaving of prose and poetry, etc.</i>) Relevant historical contexts and relation to 	<ul style="list-style-type: none"> Evaluating wording and intended meaning of prompt statements within set questions Crafting and/or honing of prompt statements to support individualised approach to coursework Analysing how meaning is shaped in prose texts through close analysis of crafting of language and techniques Exploring the role of contextual influences upon individual texts Evaluation of intended authorial purpose and/or 	<p>Practice analytical paragraph writing focused on individual texts in response to coursework style prompt statements</p> <p>First draft of coursework submission - <i>internally assessed via holistic grading and written</i></p>	<p>Research of key contexts to support reading</p> <p>Independent reading of set texts</p> <p>Annotation of key quotations</p> <p>Wider reading of provided critical essays</p> <p>Writing of analytical paragraphs in</p>	<p>The dignity of work – through looking at how Carter and Atwood’s writing draws attention to important social issues such equality</p> <p>Grateful for the contributions and actions of those that have progressed the feminist movement</p> <p>Peace and Reconciliation - exploring texts that expose historical injustices and the role of rewriting traditional texts</p> <p>Reading of a range of traditional fairy tales, myths and legends to</p>	<p>Development of prose close analysis skills, which support study of Unseen Prose</p> <p>Comparative writing skills, which support revision of Pre- and Post-1900 Drama unit as well as build necessary skills for</p>
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	<p>key ideas, themes and characters (<i>Carter – Fin de Siècle, Marquis de Sade, the New Woman, Feminist movement, Sexual Revolution, etc. / Atwood – Ancient Greece, Homer’s ‘The Odyssey’, Greek chorus, slavery, etc.</i>)</p> <ul style="list-style-type: none"> • Understanding of WJEC Eduqas coursework success criteria, mark scheme breakdown and demands of individual assessment objectives • How to structure an extended piece of coursework • Editing skills 	<p>message, considering role of contextual influences</p> <ul style="list-style-type: none"> • Evaluating provided critical comments on set texts and using these to support and/or challenge individual views on texts • Effective annotation skills • Crafting of purposeful and detailed thesis statements that agree with, challenge and/or subvert provided prompt statements • Exploring alternative interpretations, including evaluating and developing personal responses to formal critical readings of set texts • Comparing and contrasting how similar ideas are presented by different authors • Understanding of how to apply mark scheme to sample responses • Understanding of how to reflect upon and successfully apply feedback to edit and improve drafts 	<p><i>feedback provided</i></p> <p>Final draft of coursework submission – <i>internally marked and moderated 6 prior to being sent to WJEC for external moderation</i></p>	<p>response to set selected coursework question</p> <p>Redrafting and editing of first drafts</p>	<p>support understanding of Carter’s text</p> <p>Reading of excerpts from Homer’s <i>The Odyssey</i> to support understanding of Atwood’s text</p> <p>Reading and evaluation of Carter’s draft manuscripts</p> <p>History – exploration of various relevant contexts, including the Fin de Siècle, the New Woman, Ancient Greek and Spartan society, etc.</p> <p>Psychology – exploration of relevant psychological theories such as the male gaze, Freudian psychoanalysis, Lacan’s mirror theory, etc.</p> <p>Sociology – exploration of changing gender relations, dynamics and roles over time</p> <p>Politics – exploration of Feminist movement</p> <p>Author Literary critic Lawyer</p>	<p>upcoming Post-1900 Poetry comparative unit</p>
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Subject Curriculum Overview – Year 12 – Teacher B

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1 & 2 and Spring Term 1						
<p>Component 2 - DRAMA</p> <p><u>Section B:</u> Pre-1900 Drama (text 1)</p> <p><i>Doctor Faustus</i></p>	<ul style="list-style-type: none"> Whole text knowledge including plot, characters, relationships and themes Literary devices frequently used by Marlowe (e.g. <i>allusions, symbolism, diabolical imagery, etc.</i>) Dramatic techniques (e.g. <i>dialogue, monologues, soliloquys, asides, stage directions, dramatic irony, foreshadowing, etc.</i>) Structural techniques employed by Marlowe (e.g. <i>iambic pentameter, end-stopping, etc.</i>) Relevant historical contexts and relation to key ideas, themes and characters (e.g. <i>Elizabethan theatre, the Protestant and Catholic churches, Elizabethan views on witchcraft, religion, etc.</i>) Understanding of WJEC Eduqas success criteria, 	<ul style="list-style-type: none"> Interpreting wording and demands of set questions Evaluating how meaning is shaped in the play through close analysis of crafting of language and techniques Exploring the role of contextual influences upon a piece of writing to support analysis Evaluation of intended authorial purpose and/or message, considering the role of contextual influences Differentiating between how a contemporary and a modern audience would respond to the play Effective annotation skills Crafting of purposeful and detailed thesis statements Selecting the most effective supporting textual evidence Exploring alternative interpretations 	<p>Formal class presentation on contextual research</p> <p>Completing exam-style assessments in class under timed conditions, including both extract based and closed text questions</p> <p>Completing non-timed exam-style questions at home</p> <p>QfE mock examination in December – full Drama paper</p>	<p>Research of key contexts to support reading</p> <p>Annotation of set scenes and/or extracts</p> <p>Wider reading of provided critical essays</p> <p>Completion of exam-style questions</p> <p>Editing and rewriting of marked work to improve</p>	<p>Grateful for different writers' contributions to the literary canon</p> <p>Grateful and Generous – consideration of the role of community and care for others</p> <p>Solidarity - understanding the impact of our actions on others and considering the greater good</p> <p>Theatre trip to watch live production of 'Doctor Faustus' where available</p> <p>Exploration of relevant mythology to support textual understanding</p> <p>History – exploration of Elizabethan society to understand contextual influences</p> <p>Geography – exploration of settings presented within the play (Germany, Rome, Spain)</p>	<p>Development of close analysis skills which support study of other set texts studied throughout course, but specifically the Shakespeare and Poetry units</p> <p>Cross-over of contextual influences relevant to Shakespeare text, 'The Tempest'</p>

	<p>mark scheme breakdown and demands of individual assessment objectives</p> <ul style="list-style-type: none"> How to structure a successful exam-style analytical response that interweaves assessment objectives 	<ul style="list-style-type: none"> Memorisation of key quotations Evaluation of critical readings on key ideas and concepts and making links between these and textual analysis Understanding of how to apply the WJEC Eduqas mark scheme to responses Understanding of how to reflect upon and apply feedback to successfully edit and improve work 			<p>Philosophy and Ethics – evaluation of morality of Faustus’ choices</p> <p>RE – exploration of key themes of sin, repentance, salvation and damnation</p> <p>Theatre including director, actor and stage design⁴</p> <p>Public speaking / Oration through examination of rhetorical devices</p>	
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Spring Term 2 and Summer Term 1 & 2

<p>Component 2 - DRAMA</p> <p><u>Section B:</u> Post-1900 Drama (text 2)</p> <p><i>Enron</i></p>	<ul style="list-style-type: none"> Whole text knowledge including plot, characters, relationships and themes Literary devices frequently used by Prebble (e.g. <i>allusions, symbolism, diabolical imagery, etc.</i>) Dramatic and structural techniques employed by Prebble (e.g. <i>dialogue, monologues, soliloquys, asides, stage directions, dramatic irony, foreshadowing, etc.</i>) Relevant historical contexts and relation to key ideas, themes and characters (e.g. <i>monetarism, American politics in the late 20th,</i> 	<ul style="list-style-type: none"> Interpreting wording and demands of set questions Evaluating how meaning is shaped in the play through close analysis of crafting of language and techniques Exploring the role of contextual influences upon a piece of writing to support analysis Evaluation of intended authorial purpose and/or message, considering the role of contextual influences Effective annotation skills Crafting of purposeful and detailed thesis statements 	<p>Completing exam-style assessments in class under timed conditions, including both extract based and closed text questions</p> <p>Completing non-timed exam-style questions at home</p> <p>QfE mock examination in June – full Drama paper</p>	<p>Research of key contexts to support reading</p> <p>Independent reading of key scenes</p> <p>Annotation of set scenes and/or extracts</p> <p>Wider reading of provided critical essays</p> <p>Completion of exam-style questions</p>	<p>Grateful for different writers’ contributions to the literary canon</p> <p>Grateful and Generous – consideration of the role of community and care for others</p> <p>Solidarity - understanding the impact of our actions on others and considering the greater good</p> <p>Theatre trip to watch live production of ‘Enron’ where available</p> <p>Exploration of contemporary media to explore thematic links to the text</p>	<p>Development of comparative analysis skills which support study of the Post-1900 Poetry and Prose Study units</p> <p>Cross-over themes relevant to Prose Study coursework component</p>
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	<p><i>early 21st Centuries, Social Darwinism, theatrical conventions in the modern era, capitalism etc.)</i></p> <ul style="list-style-type: none"> • Understanding of authorial purpose • Understanding of WJEC Eduqas success criteria, mark scheme breakdown and demands of individual assessment objectives • How to structure a successful exam-style comparative response 	<ul style="list-style-type: none"> • Selecting the most effective supporting textual evidence • Exploring alternative interpretations • Memorisation of key quotations • Evaluation of critical readings on key ideas and concepts and making links between these and textual analysis • Making purposeful connections and comparisons between set texts to illustrate concepts • Understanding of how to apply the WJEC Eduqas mark scheme • Understanding of how to reflect upon and apply feedback to successfully edit and improve work 		<p>Editing and rewriting of marked work to improve</p>	<p>History – exploration of American culture within the 20th Century</p> <p>Economics – Understanding economic concepts that influence the plot and characters within the text</p> <p>Philosophy and Ethics – evaluation of morality of characters’ choices</p> <p>RE – exploration of role and prevalence of religion in modern society</p> <p>Theatre including director, actor and stage design⁴</p> <p>Public speaking / Oration through examination of rhetorical devices</p> <p>Journalism through considering the role of media in society</p>	
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