

English

Year 12 Paper 2 Scheme of Learning 2025 - 2026

Subject leader: P Jones

Topics by term	Topic overview for Year ?					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	History of Literature (pre-1750) 1. Oral literature 2. Epic poetry 3. Heraldic literature 4. Religious literature 5. Allegory 6. Patriotic literature Renaissance theatre	<i>Birdsong</i> 1. Historical context of the novel 2. Plot 3. Themes 4. Critical viewpoints	Unseen Prose 1. Approaches to unseen prose 2. Analysis of prose	<i>The Wiper's Times</i> 1. Historical context of the play. 2. Plot 3. Themes 4. Critical viewpoints	Wilfred Owen's War Poetry 1. Reminder of approaches to unseen poetry 2. Context, content and critical view selected poems 3. Independent analysis of poetry	NEA Core Text 2 1. Context 2. Plot 3. Themes 4. Critical viewpoints 5. Initial planning of NEA

Exam Board AQA

Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
Term 1							
Topic 1: Oral Tradition of Literature							
AO4/3 History of Literature building	<ul style="list-style-type: none"> •How was literature shared when there was low literacy? •What is the oral tradition? 	Lesson 1 – Oral tradition of Literature <ul style="list-style-type: none"> •First poetry and writers •Anonymous nature •Themes and ideas •Application to Beowulf extracts 	Students should be able to: <ul style="list-style-type: none"> •Explain why there was an oral tradition for poetry •Explain some of the themes and topics covered •Explain how extracts from Beowulf shows these features 	Poetry Form Structure Analysis Context	Within class: <ul style="list-style-type: none"> •Checking of understanding and prior knowledge •Discussion with students •Questioning about the extract 	<ul style="list-style-type: none"> •History of Literature pre-1750 SoW •Possible handout of slides •Copies of Beowulf 	<ul style="list-style-type: none"> •Education •Society •Culture
Topic 2: Epic (narrative) poetry							
AO4/3 History of Literature building	<ul style="list-style-type: none"> •What is epic/narrative poetry? •How did it become popular? Who was Chaucer? 	Lesson 2 – Epic/Narrative poetry <ul style="list-style-type: none"> •Definition of the key terms •Pre-occupations of the style •Study of an extract from “The Canterbury Tales” 	Students should be able to: <ul style="list-style-type: none"> •Define ‘epic’ poetry as well as ‘narrative’ poetry 	Poetry Form Structure Analysis Narrative Epic poetry Context	Within class: <ul style="list-style-type: none"> •Checking of understanding and prior knowledge •Discussion with students 	<ul style="list-style-type: none"> •History of Literature pre-1750 SoW •Possible handout of slides 	<ul style="list-style-type: none"> •Culture •Religion •Society •Gender

			<ul style="list-style-type: none"> • Explain their popularity and purpose • Identify the features of the style in an extract from “The Canterbury Tales” 		<ul style="list-style-type: none"> • Questioning about the extract <p>At home: Reading (b)log post regarding “The Canterbury Tales” extract in relation to their opinion on the style</p>	<ul style="list-style-type: none"> • Extract from “The Wife of Bath’s Tale” 	
Topic 3: Heraldic and courtly literature							
AO4/3 History of Literature building	<ul style="list-style-type: none"> • What was the King’s court like? • How did the court impact literature? 	<p>Lesson 4 – Heraldic Literature</p> <ul style="list-style-type: none"> • Definition of the key literary area • Study of the popularity and prevalence of the style (to include information about the Arthurian legend) • Study of key extracts from “Sir Gawain and the Green Knight” 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Define the idea of heraldic literature and the key features of the style • Explain the role of heraldic literature and its link to knights and King Arthur • Apply knowledge to the study of key moments in “Sir Gawain and the Green Knight” 	<p>Poetry Form Structure Analysis Heraldic literature Context</p>	<p>Within class:</p> <ul style="list-style-type: none"> • Checking of understanding and prior knowledge • Discussion with students • Questioning about the extract <p>At home: Continued annotation of key extracts</p>	<ul style="list-style-type: none"> • History of Literature pre-1750 SoW • Possible handout of slides • Bitesize extracts from “Sir Gawain and the Green Knight” 	<ul style="list-style-type: none"> • Power • Society • Court • Monarchy • Gender • Honour • Morals • Truth

Topic 4: Religious Literature							
AO4/3 History of Literature building	<ul style="list-style-type: none"> How was literature used to deliver religious teachings? 	<p>Lessons 5-6 – Religious Literature</p> <ul style="list-style-type: none"> Religion and the religious upheaval Significance of religion in society Role of religion in literature and literature in religion <p>Study of religious literature – extracts from “The Divine Comedy” and “Paradise Lost”</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Chart the change in religion from the 14th century to 17th and the reason for these changes Explain the effect on society and the reason for religious literature Discuss why literature was an important means of spreading religion Analyse the presentation and features in two religious texts – “The Divine Comedy” and “Paradise Lost” 	<p>Poetry Form Structure Analysis Context Religion</p>	<p>Within class:</p> <ul style="list-style-type: none"> Checking of understanding and prior knowledge Discussion with students Questioning about the extracts 	<ul style="list-style-type: none"> History of Literature pre-1750 SoW Possible handout of slides Copies of extracts – “The Divine Comedy” and “Paradise Lost” 	<ul style="list-style-type: none"> Religious rights Morality Society Crime and punishment
Topic 5: Allegorical Literature							

AO4/3 History of Literature building	<ul style="list-style-type: none"> • What is allegorical literature? • Why did writers begin to use it? 	<p>Lessons 7-8 – Allegorical Literature</p> <ul style="list-style-type: none"> • Definition of allegory and its role in literature • Use as a means of social change (specifically to do with religion) • Exploration of the idea in literature – <i>Everyman</i> and <i>The Pilgrim’s Progress</i> 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Define and explain allegory as a form of literature • Explain the significance of allegory and how it is supported by the context • Apply the definition and understanding to various pieces of literature, specifically <i>Everyman</i> and <i>The Pilgrim’s Progress</i> 	<p>Prose Drama Form Structure Analysis Allegory Narrative Context</p>	<p>Within class:</p> <ul style="list-style-type: none"> • Checking of understanding and prior knowledge • Discussion with students • Questioning about the extracts <p>At home: Continued analysis of the extracts</p>	<ul style="list-style-type: none"> • History of Literature pre-1750 SoW • Possible handout of slides • Information on and extracts from <i>Everyman</i> and <i>The Pilgrim’s Progress</i> 	<ul style="list-style-type: none"> • Morality • Society • Culture • Right vs wrong • Religion • Beliefs • Rights
Topic 6: Patriotic Literature							
AO4/3 History of Literature building	<ul style="list-style-type: none"> • How could literature be used to calm unrest and civil uprisings? 	<p>Lesson 9 – Patriotic Literature</p> <ul style="list-style-type: none"> • Exploration of the reformation • Reasons for an increase in patriotism • Presence in literature, focusing on “The Faerie Queene” 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Recall information about the reformation and important individuals 	<p>Poetry Form Structure Analysis Narrative Epic Allegory Context</p>	<p>Within class:</p> <ul style="list-style-type: none"> • Checking of understanding and prior knowledge • Discussion with students • Questioning about the extracts 	<ul style="list-style-type: none"> • History of Literature pre-1750 SoW • Possible handout of slides • Extracts from “The Faerie Queene” 	<ul style="list-style-type: none"> • Patriotism • Monarchy • Religion • Morality • Right vs wrong • Society

			<ul style="list-style-type: none"> • Explain the changing role of patriotism in society • Identify the features and purpose in “The Faerie Queene” 		At home: Response to patriotic literature and “The Faerie Queene” posted to the reading (b)log		
Topic 7: Renaissance Theatre							
AO4/3 History of Literature building	<ul style="list-style-type: none"> • What was the role of the theatre in the renaissance period? • Who were the leading writers? • What were the key aspects of the Jacobean tragedy? 	<p>Lessons 10-11 – Renaissance Theatre</p> <ul style="list-style-type: none"> • Conventions of renaissance theatre and its changing role following the reformation and restoration • Move from poetry to drama • Key writers in the era • Study of key texts, specifically revenge plays/tragedies to support study of <i>Othello</i> 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Explain renaissance theatre and the preoccupations of the form • Link the themes to society and the political situation • Comment on the changing role of literature and literature becoming a means of entertainment • Consider and analyse key texts, specifically 	Drama Form Structure Analysis Context	<p>Within class:</p> <ul style="list-style-type: none"> • Checking of understanding and prior knowledge • Discussion with students • Questioning about the extracts <p>At home: Response to the role of revenge in one of the plays identified - <i>The Duchess of Malfi</i> and <i>Titus Andronicus</i></p>	<ul style="list-style-type: none"> • History of Literature pre-1750 SoW • Possible handout of slides 	<ul style="list-style-type: none"> • Culture • Gender • Society • Crime and punishment • Consent • Healthy relationships • Family

			<i>The Duchess of Malfi and Titus Andronicus</i>				
Term 2							
Topic 1: Societal Context – <i>Birdsong</i>							
Paper 2 Section A	<ul style="list-style-type: none"> What are the key events of the First World War? What was society like at the time? <p>How did people respond to the First World War?</p>	<p>Lessons 1 - First World War Context (AO3)</p> <ul style="list-style-type: none"> Main events of the First World War era, specifically Amiens and the Battle of Amiens Key figures and changes Relevant context for the novel 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Recall key events, dates and people from the First World War era Link the history to the text Consider how the society of the time affects the way the text is received by the readership 	<p>Literary context</p> <p>Criticism</p> <p>Interpretation</p> <p>Debate</p>	<p>Within class:</p> <ul style="list-style-type: none"> Discussion with students Questioning of prior learning regarding GCSE knowledge of First World War Literature <p>At home:</p> <p>Individual response to the readership and their interpretation of the text to be uploaded to the reading b(log)</p>	<ul style="list-style-type: none"> <i>Birdsong</i> scheme of work Handout of contextual information 	<ul style="list-style-type: none"> Society Community Gender Conflict Family Rights and responsibilities
Topic 2: Studying the text – <i>Birdsong</i>							
Paper 2 Section A	<ul style="list-style-type: none"> Is Stephen a selfish character? How is French society presented? What is the Azaire household like? Do we feel sorry for Renéé? Is Isabelle and Stephen’s relationship love? How does Stephen change during war? 	<p>Lessons 2 - 16 – Studying the text (AO1/2/3/4/5)</p> <ul style="list-style-type: none"> Key study of the characters and their development Analysis of key extracts Plotting of motifs and themes Links to wider literature such as poetry of the First World War 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Explain the plot of the text in detail, recalling key scenes and events 	<p>Literary context</p> <p>Analysis</p> <p>Interpretation</p> <p>Criticism</p> <p>Interrogation</p>	<p>Within class:</p> <ul style="list-style-type: none"> Pre-study test of the plot/characters Regular questioning of students and their 	<ul style="list-style-type: none"> <i>Birdsong</i> scheme of work Handout of key chapter summaries and information 	<ul style="list-style-type: none"> Healthy relationships Gender Marriage Family Worker rights Conflict Mental health Sexuality

	<ul style="list-style-type: none"> • What relationships do the men form? • How is the war depicted? • What is the role of Jeanne? • How does Elizabeth enhance the plot? • What is the role of censorship in the war? • How do the men cope with the horrors of war? • How does Faulks present the way people cope with war? What is the legacy of war? 		<ul style="list-style-type: none"> • Discuss the development of individual characters • Identify the key themes of the novel and explain their relevance • Consider the readership and how they react to the text • Explore modern views and how reactions have changed 		<p>understanding</p> <ul style="list-style-type: none"> • Student led discussions <p>At home Research and independent study tasks to be set to support study of the text</p>	<ul style="list-style-type: none"> • Copies of the text – students to bring <p><i>Comprehension booklets available to enable students to catch up on missed study.</i></p>	<ul style="list-style-type: none"> • Society • Community • Power • Remembrance • Morality • Empathy
Topic 3: Revision of key themes – <i>Birdsong</i>							
Paper 2 Section A	<ul style="list-style-type: none"> • What are the key themes of <i>Birdsong</i>? • How do I track a theme through a text? 	<p>Lesson 17 – Revision of key themes</p> <ul style="list-style-type: none"> • Students to consider the main themes of the text and revise the content 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Recall key information about the text such as plot, character 	Revision	<p>Within class:</p> <ul style="list-style-type: none"> • Production of revision resources • Discussions with students • Student support of one another 	<ul style="list-style-type: none"> • <i>Birdsong</i> scheme of work • Copies of the text – students to bring • 	<ul style="list-style-type: none"> • Healthy relationships • Gender • Marriage • Family • Worker rights • Conflict • Mental health

			and context in relation to the themes Organise their notes to support further study, producing a knowledge organiser		At home: <ul style="list-style-type: none"> • Student continued revision in preparation for their assessment <p><i>Student results at the end of term will measure the success of revision and study</i></p>		<ul style="list-style-type: none"> •Sexuality •Society •Community •Power •Remembrance •Morality •Empathy
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Term 3

Topic 1: Unseen Prose – Approaches to Unseen Prose							
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Paper 2 Section Bi	<ul style="list-style-type: none"> • How do I analyse an Unseen prose extract to an A Level standard? 	<p>Lessons 1-3 – Approaches to Unseen Prose</p> <ul style="list-style-type: none"> • Understanding of key exam skills • Step by step guide to the process <p>Application of the process as a class</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Recall the steps of the approach to Unseen Prose • Understand how it meets the assessment objectives for AQA 	<p>Analysis Comparison Debate Argument Knowledge</p>	<p>Within class:</p> <ul style="list-style-type: none"> • Student suggestion of analysis points for the board • Group analysis of the prose extract <p>At home: Students to prepare next steps at home</p>	<ul style="list-style-type: none"> • Approaches to Unseen Prose PowerPoint <p>Print out of the steps for analysis</p>	<ul style="list-style-type: none"> •Gender •Society •War •Conflict •Empathy
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			<ul style="list-style-type: none"> Apply the steps to a pair of unseen poems as a class 				
Topic 2: Unseen Prose – Putting the approach into action							
Paper 2 Section Bi	<ul style="list-style-type: none"> Can I analyse unseen prose independently? How do I apply the steps in an efficient manner? How do I write an essay plan? 	<p>Lessons 5-11 – Analysis of prose extracts</p> <ul style="list-style-type: none"> Students to analyse extracts using the approach to Unseen Prose Time and support to be reduced as lessons progress <p>Students to produce essay plans to model that of the supported assessment</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Display their understanding of the approach to Unseen Prose through repetition <p>Practice the approach as well as production of essay plans</p>	<p>Practice Assessment Analysis Criticism Historical context Literary context</p>	<p>Within class:</p> <ul style="list-style-type: none"> Supported analysis of the prose through use of teacher and peers Individual analysis towards the end of term Production of detailed essay plans (may be completed at home) <p>At home: Possible production of essay plans as well as essays</p>	<ul style="list-style-type: none"> Bank of Unseen Prose questions Essay planning sheets 	<ul style="list-style-type: none"> Gender Society Community Health Relationships Remembrance Morality Crime and punishment Conflict Power Family
Term 4							
Topic 1: <i>The Wipers Times</i> – Social context							

Paper 2 Section Bii	<ul style="list-style-type: none"> How was war presented to the British population? What happened during the First World War? 	Lessons 1– Context (AO3) <ul style="list-style-type: none"> Main events explored in the play The real life ‘Wipers Times’ Comparison between truth and fiction 	Students should be able to: <ul style="list-style-type: none"> Recall key events, dates and outcomes Link the history to the representation 	Literary context Criticism Interpretation Debate	Within class: <ul style="list-style-type: none"> Discussion with students Application of the context to key moments of the plot 	<ul style="list-style-type: none"> Scheme of work Handout of contextual information 	<ul style="list-style-type: none"> Society Conflict Remembrance Morality
Topic 2: <i>The Wipers Times</i> - Propaganda							
Paper 2 Section Bii	<ul style="list-style-type: none"> What was propaganda? How was it used to recruit soldiers? What was considered to be duty? 	Lesson 2 – Propaganda <ul style="list-style-type: none"> Role of propaganda in the war Duty and its role in society Face of the army and warfare Study examples of propaganda and analyse their configuration 	Students should be able to: <ul style="list-style-type: none"> Identify the purpose and features of propaganda Understand the use of it as well as the varying messages Analyse pieces of propaganda Make links to propaganda 	Literary context Criticism Social context Debate Evaluation	Within class: <ul style="list-style-type: none"> Discussion with students Application of the context to key moments of the plot At home: Production of their own piece of propaganda, whether visual or a piece of writing	<ul style="list-style-type: none"> Scheme of work 	<ul style="list-style-type: none"> Truth and media Censorship Power Knowledge

			a in the play				
Topic 3: <i>The Wipers Times</i> – Studying the text							
Paper 2 Section Bii	<ul style="list-style-type: none"> • What was the Wipers Times? • Who are the men behind the paper? • Why was the paper significant? • How did the paper report events of the war? • What were the relationships like at war? • How is the horror of war presented? • Why is the absurd used in the play? • How does the play deal with death? • How is time presented in the play? 	<p>Lessons 3-9 – studying the text (AO1/2/3/4/5)</p> <ul style="list-style-type: none"> • Main events of the play • Key study of the characters and their development • Critical debate of the main characters, themes and events • Analysis of key moments • Studying of the dramatic form 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Explain the plot of the text in detail, recalling key scenes and events, as well as the narrative arc of the text • Discuss the development of individual characters • Consider the readership and how they react to the text • Explore the role of a modern writer interpreti 	<p>Literary context</p> <p>Analysis Interpretation Criticism Interrogation</p>	<p>Within class:</p> <ul style="list-style-type: none"> • Pre-study test of the plot/characters • Regular questioning of students and their understanding • Student led discussions • Student taught segments of the lessons <p>At home Research and independent study tasks to be set to support study of the text</p>	<ul style="list-style-type: none"> • Scheme of work • Extra texts to support understanding such as key speeches from prominent figures • Copies of the text – students to bring <p><i>Comprehension booklets available to enable students to catch up on missed study.</i></p>	<ul style="list-style-type: none"> • Friendship • Family • Power • Mental health • Gender • Coping mechanisms • Rule of law • Community • Society • Memory • Acceptance

			ng the events				
Topic 4: The Wipers Times – Revision of key themes							
Paper 2 Section Bii	<ul style="list-style-type: none"> What are the key themes of <i>The Wipers Times</i>? How do I track a theme through a text? 	<p>Lesson 11 – Revision of key themes</p> <ul style="list-style-type: none"> Students to consider the main themes of the text and revise the content 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Recall key information about the text such as plot, character and context in relation to the themes <p>Organise their notes to support further study, producing a knowledge organiser</p>	Revision	<p>Within class:</p> <ul style="list-style-type: none"> Production of revision resources Discussions with students Student support of one another <p>At home:</p> <ul style="list-style-type: none"> Student continued revision in preparation for their assessment <p><i>Students results at the end of term will measure the success of revision and study</i></p>	<ul style="list-style-type: none"> Scheme of work Copies of the text – students to bring 	<ul style="list-style-type: none"> Friendship Family Power Mental health Gender Coping mechanisms Rule of law Community Society Memory Acceptance
Term 5							
Topic 1: Revision of approaches to Unseen Poetry							
Paper 2 Section Bii	<ul style="list-style-type: none"> What are the steps for analysing an unseen poem? What are the expectations of A Level analysis of poetry? 	<p>Lesson 1 – Revise the approach to unseen poetry</p> <ul style="list-style-type: none"> Refresh knowledge of poetry analysis 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Recall the key 	Revision Analysis Criticism Context – social and historical	<p>Within class:</p> <ul style="list-style-type: none"> Recall of the poetry analysis steps 	<ul style="list-style-type: none"> Copies of the new poem for analysis 	<ul style="list-style-type: none"> Independence Resilience

		Apply the skills again to a new poem	<p>features of the approach to unseen poetry</p> <ul style="list-style-type: none"> Apply these to a new poem <p>Consider the social and historical context of the poem and apply this to their analysis of the poem</p>	Interrogation	<ul style="list-style-type: none"> Students should lead the analysis of the poem Students' ability to apply contextual understanding to the poems <p>At home: Students' revision of the unseen poetry steps will be assessed during the lesson</p>	Possibly copies of the approaches to unseen poetry	
Topic 2: Studying the text – Wilfred Owen's war poetry							
Paper 2 Section Bii	How does Owen present war and the war experience in "[poem name]"?	<p>Lessons 2-9 – Analysis and annotation of the poems (AO1/2/3/4/5)</p> <ul style="list-style-type: none"> Understanding of the 'meaning' of each poem Annotation and analysis of key techniques – language, form and structure 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Recall any key historical and social links from their history of literature study in Term 1 Read the poems for meaning and summaris 	Comparison Assessment Analysis Debate	<p>Within class:</p> <ul style="list-style-type: none"> Student led discussions and analysis of the poems Class, group and independent analysis of the poems <p>At home:</p> <ul style="list-style-type: none"> Students should independently annotate the dates and poets of each 	<ul style="list-style-type: none"> Copies of the collection – students to bring Wilfred Owen scheme of work 	<ul style="list-style-type: none"> Mental health Gender Morality Society Support Community Conflict Friendship Physical disabilities Truth Justice

			<p>e their content</p> <ul style="list-style-type: none"> Analyse the way that meanings are shaped by the poet <p>Begin making links to <i>Tess of the D'Urbervilles</i> for later study</p>		<p>poem for relevant links prior to lessons</p> <p>NB: A variety of poems will be set as guided analysis for home study, supported by a study guide</p>		
Topic 3: Revision of connections between the poems – Knowledge Organiser							
Paper 2 Section Bii	<ul style="list-style-type: none"> How do the poems link to one another? How do I produce a knowledge organiser to support my revision? 	<p>Lesson 11 – Knowledge Organiser</p> <ul style="list-style-type: none"> Students to use their <i>The Wipers Times</i> knowledge organisers to begin making thematic links Students to begin considering the relationship between the poems 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Identify the content of the poems Make links between context as well as content of the poems <p>Produce a knowledge organiser for their revision</p>	<p>Knowledge Revision Comparison Debate Context</p>	<p>Within class:</p> <ul style="list-style-type: none"> Student ability to recall relevant information Student approach to revision and organisation <p>At home:</p> <ul style="list-style-type: none"> Students to complete revision. <p>Students results at the end of term will measure the success of</p>	<ul style="list-style-type: none"> Copies of the collection – students to bring <i>The Wipers Times</i> knowledge organisers 	<ul style="list-style-type: none"> Mental health Gender Morality Society Support Community Conflict Friendship Physical disabilities Truth Justice

					<i>revision and study</i>		
Term 6							
Topic 1: NEA Core Text 2 – Context							
7712/C – NEA Core Text	<ul style="list-style-type: none"> How does the context link to the text? What are the societal issues of the time? 	<p>Lessons 1 – 2</p> <ul style="list-style-type: none"> Teaching of relevant context for the core text Introduction to how this links to the themes of the text <p>Relevant biographical information about the author</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Recall key events, dates and people from the relevant historical era Link the history to the text Consider how the society of the time affects the way the text is received by the readership 	<p>Literary context</p> <p>Criticism Interpretation Debate</p>	<p>Within class:</p> <ul style="list-style-type: none"> Discussion with students Questioning of prior learning regarding relevant GCSE knowledge Application of the context to key moments of the plot 	<ul style="list-style-type: none"> Copies of the scheme of work Printouts of relevant contextual information 	<ul style="list-style-type: none"> Society Community Gender Religion Relationships Family Rule of law Conflict
Topic 2: NEA Core Text 2 – Studying the text							
7712/C – NEA Core Text	<p>Big Questions to be finalised once the teacher has chosen their text. However, they are likely to address:</p> <ul style="list-style-type: none"> Plot Character Theme Interpretation 	<p>Lessons 3-11 - studying the text (AO1/2/3/4/5)</p> <ul style="list-style-type: none"> Understanding of the plot of the text Study of character, including their development and 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Recall key information from the text, specifically 	<p>Analysis</p> <p>Context Interpretation Debate Understanding Discussion</p>	<p>Within class:</p> <ul style="list-style-type: none"> Pre-study test of character, plot and theme 	<ul style="list-style-type: none"> Copies of the scheme of work Copies of the text Relevant information 	<ul style="list-style-type: none"> Society Community Gender Religion Relationships Family Rule of law Conflict

	<p>Critical views</p>	<p>change across the narrative arc</p> <ul style="list-style-type: none"> • Exploration of key themes in the text • Links to relevant context, both historical and literary 	<p>y key scenes, events and exchanges</p> <ul style="list-style-type: none"> • Make relevant links across the text regarding character, theme and plot • Analyse key extracts • Explore the form and structure of the text • Relay relevant information about the social and historical context <p>Lead discussions about interpretation, both</p>		<ul style="list-style-type: none"> • Discussion with students • Student led debates and analysis • Student engagement with the content <p>At home:</p> <ul style="list-style-type: none"> • Individual response to the readership and their interpretation of the text to be uploaded to the reading b(log) 	<p>printed out for students</p>	<ul style="list-style-type: none"> • Lifestyles
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			readership and critical				
Topic 3: NEA Core Text 1 – NEA Requirements/Supported Assessment							
7712/C – NEA Core Text	<ul style="list-style-type: none"> What is expected of an A Level NEA? How do you bring criticism into an essay? 	<p>Lessons 12-13 – Requirements and exemplar</p> <ul style="list-style-type: none"> Students to be introduced to the outline for their coursework Students to consider the requirements <p>Class to read and grade example responses from the exam board</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Explain the requirements of the NEA Understand how the coursework links to their previous learning Apply the mark scheme to pieces of completed coursework <p>Begin exploring possible approaches to their coursework</p>	<p>Assessment</p> <p>Discussion</p> <p>Debate</p> <p>Comparison</p> <p>Analysis</p> <p>Criticism</p> <p>Context</p>	<p>Within class:</p> <ul style="list-style-type: none"> Grading and rationale for grading of exemplar pieces Understanding of the coursework requirements Ability to begin synthesising ideas for coursework <p>At home:</p> <ol style="list-style-type: none"> Research and selection of a secondary text 	<p>Copies of example NEAs</p> <p>Mark schemes</p> <ul style="list-style-type: none"> NEA requirement handout 	<p>Likely to include:</p> <ul style="list-style-type: none"> Race Religion Gender Honesty Justice Rule of law Rights and responsibilities Healthy relationships Conflict Mental health Deception Family
Topic 4: NEA Core Text 1 – Consolidation of ideas							
7712/C – NEA Core Text	<ul style="list-style-type: none"> What makes for a good coursework topic? How do I select a second text independently? 	<p>Lesson 14 – Decision on coursework focus</p> <ul style="list-style-type: none"> Students to focus on a theme and secondary 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Explain the 	<p>Planning</p> <p>Assessment</p> <p>Independence</p> <p>Criticism</p> <p>Context</p>	<p>Within class:</p> <ul style="list-style-type: none"> Student explanation of their topic 	<ul style="list-style-type: none"> Copies of NEA planning sheet 	<p>Likely to include:</p> <ul style="list-style-type: none"> Race Religion Gender

	<p>What makes a good text for analysis?</p>	<p>text to support their chosen text Begin production of their final coursework essay plan, referencing all AOs</p>	<p>rationale behind their theme and core/secondary text choices</p> <ul style="list-style-type: none"> • Discuss the relevant information and key scenes they will be using in their NEA <p>Independently plan their NEA response</p>	<p>Analysis</p>	<p>and text choices</p> <p>At home: Continued independent production of their NEA/plans</p>	<ul style="list-style-type: none"> •Honesty •Justice •Rule of law •Rights and responsibilities •Healthy relationships •Conflict •Mental health •Deception •Family
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