

English

Year 12 Paper 1 Scheme of Learning 2025 - 2026

Subject leader: P Jones

Topics by term	Topic overview for Year 12					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	History of Literature (1750 – present) 1. Romanticism 2. Rise of the novel 3. Gothic literature 4. Modernism Post-modernism	<i>Tess of the D'Urbervilles</i> 1. Historical context of the novel 2. Plot 3. Themes 4. Critical viewpoints	Unseen Poetry 1. Approaches to unseen poetry Analysis of poetry	<i>Othello</i> 1. Historical context of the play. 2. Plot 3. Themes 4. Critical viewpoints	Poetry Anthology (pre-1900) 1. Reminder of approaches to unseen poetry Context, content and critical view of each poem	NEA Core Text 1 1. Context 2. Plot 3. Themes 4. Critical viewpoints 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: Romanticism							
AO4/3 History of Literature building	<ul style="list-style-type: none"> • What is Romanticism? • What were Romantic writers inspired by? • What is the context of Romanticism? • How did Romantic writers impact society and culture? • What is the legacy of Romanticism? 	Lessons 1-5 - Romanticism <ul style="list-style-type: none"> • Birth and definition of Romanticism • Revolutionary literature • Key Romantic poets • Legacy of Romanticism 	Students should be able to: <ul style="list-style-type: none"> • Define Romanticism and the key characteristics of it. • Understand the history surrounding the Romantic movements • Identify Romantic texts based on dates and content • Recall information about key romantic writers and texts • Explain the impact of 	Romanticism Revolution Context Analysis Criticism	Within lesson: <ul style="list-style-type: none"> • Group and individual analysis of poetry • Questioning of key characteristics • Student led discussions At home: <ul style="list-style-type: none"> • Critical analysis tasks to be uploaded to reading (b)logs • Personal reaction to texts to be uploaded to reading (b)logs 	<ul style="list-style-type: none"> • History of Literature PowerPoint • Poems - “Destruction of the Bastille”, “Ode to the West Wind”, Milton’s Preface, “London”, “Infant Sorrow”, “The Sick Rose”, “Lift not the Painted Veil”, “Ozymandias” (Shelley and Smith versions, and “Bright star”. 	<ul style="list-style-type: none"> • Mental health • Society • Culture • Gender • Community

			Romanticism on wider literature.				
Topic 2: Rise of the novel							
AO4/3 History of Literature building	<ul style="list-style-type: none"> Why did the novel grow in significance? What were the societal influences which led to the production of the novel? 	Lesson 7 – Rise of the novel <ul style="list-style-type: none"> Victorian history Importance of the novel and change in the face of literature 	Students should be able to: <ul style="list-style-type: none"> Chart the progression from poetry and drama to prose Explain the historical significance which led to the change 	Context Form Societal context	Within lesson: <ul style="list-style-type: none"> Discussion with students Questioning of prior learning regarding GCSE knowledge of Victorian Literature 	History of Literature PowerPoint	<ul style="list-style-type: none"> Gender Mental health Education
Topic 3: Gothic Literature							
AO4/3 History of Literature building	<ul style="list-style-type: none"> What is the gothic? Why did gothic literature become popular? How is the gothic presented in key literary texts? 	Lessons 8-10 – Gothic Literature <ul style="list-style-type: none"> Evolution of gothic literature and historical basis Characteristics of gothic literature Study of key texts from the gothic movement Individual teaching of extracts and key texts 	Students should be able to: <ul style="list-style-type: none"> Explain why gothic literature came to prevalence Identify the key characteristics of gothic literature Talk about key texts/authors 	Societal context Analysis Criticism Historical legacy Gothic	Within lesson: <ul style="list-style-type: none"> Discussion with students Group and individual analysis Student led discussions Presentation and teaching of key extracts to their peers At home: <ul style="list-style-type: none"> Preparation of resources to 	<ul style="list-style-type: none"> History of Literature PowerPoint Key gothic extracts – <i>Jane Eyre</i>, <i>Wuthering Heights</i>, <i>Frankenstein</i> and <i>Dracula</i> 	<ul style="list-style-type: none"> Education Race Gender Science Developing world

			<p>in the movement</p> <ul style="list-style-type: none"> •Apply their analysis skills and knowledge to teaching the rest of the group 		teach the rest of the group		
Topic 4: Modernism							
AO4/3 History of Literature building	<ul style="list-style-type: none"> • What is modernism? • Where did modernist ideas come from? • How is modernism explored in key texts? 	<p>Lessons 11-12 – Modernism</p> <ul style="list-style-type: none"> •Evolution of modernism and its origins •Historical basis of the movement •Study of key authors and extracts of modernism 	<p>Students should be able to:</p> <ul style="list-style-type: none"> •Explain why modernist literature came to prevalence •Understand the links between history and the movement •Identify the key characteristics of modernist literature •Talk about key texts/authors in the movement 	<p>Modernism</p> <p>Criticism</p> <p>Analysis</p> <p>Societal context</p>	<p>Within lesson:</p> <ul style="list-style-type: none"> •Discussion with students •Group and individual analysis •Student led discussions <p>At home:</p> <ul style="list-style-type: none"> •Critical analysis tasks to be uploaded to reading (b)logs •Personal reaction to texts to be uploaded to reading (b)logs 	<ul style="list-style-type: none"> •History of Literature PowerPoint •Copies of modernist paintings – Picasso, Dali and Matisse •Key extracts – “The Wasteland” and Kafka’s <i>Metamorphosis</i> and <i>The Trial</i> 	<ul style="list-style-type: none"> •Mental health •Gender •Society •Responsibility •Pressure •Support •Community •Warfare
Topic 5: Post-modernism							

AO4/3 History of Literature building	<ul style="list-style-type: none"> • What is post-modernism? • Where did post-modern ideas come from? • How is post-modernism explored in key texts? 	Lessons 13-14 – Post-modernism <ul style="list-style-type: none"> • Evolution of post-modernism and its origins • Historical basis of the movement • Study of key authors and extracts of post-modernism 	Students should be able to: <ul style="list-style-type: none"> • Explain why post-modernist literature came to prevalence • Understand the links between history and the movement • Identify the key characteristics of post-modernist literature • Talk about key texts/authors in the movement 	Post-modernism Criticism Analysis Societal context	Within lesson: <ul style="list-style-type: none"> • Discussion with students • Group and individual analysis • Student led discussions At home: <ul style="list-style-type: none"> • Critical analysis tasks to be uploaded to reading (b)logs • Personal reaction to texts to be uploaded to reading (b)logs 	<ul style="list-style-type: none"> • History of Literature PowerPoint • Copies of post-modern painting – Andy Warhol, Jackson Pollock and Brecht • Key texts and extracts – Ginsberg’s “Howl” and Heller’s <i>Catch-22</i> 	<ul style="list-style-type: none"> • Mental health • Gender • Society • Responsibility • Pressure • Support • Community • Warfare
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Term 2

Topic 1: Context - *Tess of the D'Urbervilles*

Paper 1 Section C – <i>Tess of the D'Urbervilles</i>	<ul style="list-style-type: none"> • Why is it important for readers to understand context? What was life like in the Victorian times, specifically for lower class people and women? 	Lessons 1 – 2 – Victorian Context (AO3) <ul style="list-style-type: none"> • Main events of the Victorian era • Key figures and changes • Relevant context for the novel 	Students should be able to: <ul style="list-style-type: none"> • Recall key events, dates and people from the Victorian era 	Literary context Criticism Interpretation Debate	Within class: <ul style="list-style-type: none"> • Discussion with students • Questioning of prior learning regarding GCSE knowledge of Victorian Literature 	<ul style="list-style-type: none"> • <i>Tess of the D'urberville</i>'s scheme of work • Handout of contextual information 	<ul style="list-style-type: none"> • Equality • Gender • Society • Power • Conflict • Wealth • Community
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			<ul style="list-style-type: none"> •Link the history to the text •Consider how the society of the time affects the way the text is received by the readership 		At home: Individual response to the readership and their interpretation of the text to be uploaded to the reading b(log)		
Topic 2: Study of the novel – Tess of the D'Urbervilles							
Paper 1 Section C – Tess of the D'Urbervilles	<ul style="list-style-type: none"> • Is Tess a pure woman? • Why is Tess not the first character introduced when she is the eponymous character in the novel? • Angel or Alec; who is the antagonist? • How does Hardy create a sense of building danger? • How might Hardy's original readers have responded? • How does Hardy criticise Victorian attitudes and customs? • The novel was first published in the newspaper 'The Graphic' as a censored, serialised version. Why was chapter 14 edited out? • Do we hope romance will blossom between Angel and Tess? Why or why not? • How are Angel's perception and treatment of Tess similar and different to Alec's? 	<p>Lessons 3 – 15 – Studying the text (AO1/2/3/4/5)</p> <ul style="list-style-type: none"> •Main events of the novel •Key study of the characters and their development •Critical debate of the main characters, themes and events •Analysis of key extracts •Plotting of motifs and themes •Links to wider literature such as the Bible, government documentation, classical literature and Hardy's other works. 	<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 and how the fate of the characters interact with one another. •Identify the key themes of the novel and explain 	<p>Literary context 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</p> <ul style="list-style-type: none"> •Individual responses to key extracts and wider reading to be uploaded to the reading b(log) •Research and independent study tasks to be 	<ul style="list-style-type: none"> •Tess of the D'urbervilles scheme of work •Handout of key chapter summaries and information •Extra texts to support understanding such as Genesis and accounts of Victorian society •Copies of the text – students to bring 	<ul style="list-style-type: none"> •Gender •Society •Community •Mental health •Consent •Healthy relationships •Poverty •Response •Family •Religion •Judgement •Punishment •Rule of law

	<ul style="list-style-type: none"> • To what extent is the novel a love story? • Could Angel and Tess ever have been happy together? • How do you feel towards Angel as the split? Towards Tess? • Despite being a vulnerable victim of society's faults and prejudice, does Hardy hint that Tess might, in fact, grow stronger? • To what extent is Alec the villain in the story? • To what extent does Tess achieve 'fulfilment'? 		<p>the relevance of these</p> <ul style="list-style-type: none"> • Consider the readership and how they react to the text • Explore modern views and how reactions and interpretations have changed • Consider the social purpose of the text. 		<p>set to support study of the text</p>	<p>Comprehension booklets available to enable students to catch up on missed study.</p>	
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Topic 3: Revision focused on weaknesses

<p>Paper 1 Section C – <i>Tess of the D'Urbervilles</i></p>	<ul style="list-style-type: none"> • What are the key themes of <i>Tess of the D'Urbervilles</i>? • How do I track a theme through a text? 	<p>Lessons 16-17 – 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 and context in relation to the themes • Organise their notes to support further study, producing a 	<p>Revision</p>	<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>Student results at the end of term</p>	<ul style="list-style-type: none"> • <i>Tess of the D'Urberville's</i> scheme of work • Copies of the text – students to bring 	<ul style="list-style-type: none"> • Gender • Society • Community • Mental health • Consent • Healthy relationships • Poverty • Response • Family • Religion • Judgement • Punishment
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			knowledge organiser		<i>will measure the success of revision and study</i>		<ul style="list-style-type: none"> • Rule of law
Term 3							
Topic 1: Approaches to Unseen Poetry							
Paper 1 – Section B Unseen Poetry	<ul style="list-style-type: none"> • How do I analyse an Unseen poem to an A Level standard? • How do I compare poems? 	Lessons 1 – 4 – Approaches to Unseen Poetry <ul style="list-style-type: none"> • Understanding of key exam skills • Step by step guide to the process • Application of the process as a class 	Students should be able to: <ul style="list-style-type: none"> • Recall the steps of the approach to unseen poetry • Understand how it meets the assessment objectives for AQA • Apply the steps to a pair of unseen poems as a class 	Analysis Comparison Debate Argument Knowledge	Within class: <ul style="list-style-type: none"> • Student suggestion of analysis points for the board • Checking of prior knowledge of literary dates • Group analysis of the poetry At home: Students to prepare next steps at home	<ul style="list-style-type: none"> • Approaches to unseen poetry PowerPoint • Print out of the steps for analysis 	<ul style="list-style-type: none"> • Gender • Society • Relationships • Community • Mental health • Equality • Disabilities • Consent • Healthy relationships
Topic 2: Putting the approaches into action							
Paper 1 – Section B Unseen Poetry	<ul style="list-style-type: none"> • Can I analyse unseen poems independently? • How do I apply the steps in an efficient manner? • How do I write an essay plan? 	Lessons 5 – 14 – Analysis of poems <ul style="list-style-type: none"> • Students to analyse pairs of poems using the approach to unseen poetry • Time and support to be reduced as lessons progress • Students to produce essay plans for the pairings to 	Students should be able to: <ul style="list-style-type: none"> • Display their understanding of the approach to unseen poetry 	Practice Assessment Analysis Criticism Historical context Literary context	Within class: <ul style="list-style-type: none"> • Supported analysis of the poetry through use of teacher and peers • Individual analysis of poems towards the end of term 	<ul style="list-style-type: none"> • Bank of unseen poetry question • Essay planning sheets 	<ul style="list-style-type: none"> • Gender • Society • Relationships • Community • Mental health • Equality • Disabilities • Consent

		model that of the supported assessment	through repetition <ul style="list-style-type: none"> •Use their history of literature knowledge to support their analysis •Practice the approach as well as production of essay plans 		<ul style="list-style-type: none"> •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"> •Healthy relationships
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Term 4

Topic 1: *Othello* - Context

Paper 1 Section A - <i>Othello</i>	<ul style="list-style-type: none"> • What was life like in the Renaissance times? • What was culture and theatre like? • What problems did society face? Why were Jacobean tragedies so popular? 	<p>Lessons 1-2 – Renaissance Context (AO3)</p> <ul style="list-style-type: none"> • Main events of the 16/17th Century era • Key figures and changes • Relevant context for the play Socio-historical criticism – post-colonialism 	<p>Students should be able to:</p> <ul style="list-style-type: none"> •Recall key events, dates and people from the renaissance era •Link the history to the text •Understand the key issues of the time – gender, race, age and society • Consider how the society of the 	<p>Literary context Criticism Interpretation Debate</p>	<p>Within class:</p> <ul style="list-style-type: none"> •Discussion with students •Questioning of prior learning regarding GCSE knowledge of Renaissance •Application of the context to key moments of the plot <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) 	<ul style="list-style-type: none"> •<i>Othello</i> scheme of work •Handout of contextual information •Print outs of scholarly articles 	<ul style="list-style-type: none"> •Race •Religion •Gender •Equality •Community •society
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			time affects the way the text is received by the readership •Explore the role of post-colonialism in the text		Individual response to modern interpretations of race and white privilege.		
Topic 2: Studying the text – Othello							
Paper 1 Section A - <i>Othello</i>	<ul style="list-style-type: none"> • Why does Iago hate Othello? • What societal problems does Othello encounter? • How does Othello win Desdemona? • What is Othello's fatal flaw? • Why does Roderigo help Iago? • How are women presented in the play? • Is Othello a racist play? • Why is Cassio an easy character to manipulate and attack? • What role does Cassio play? • How does Bianca represent women? • How does Emilia represent women? • Who is to blame for Desdemona's death? <p>Is justice done at the end of the play?</p>	<p>Lessons 3-12 – 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 extracts •Plotting of motifs and themes •Understanding of classical dramatic methods 	<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 and how the fate of the characters interact with one another. •Identify the key themes of the play and explain 	<p>Literary context 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</p> <ul style="list-style-type: none"> •Individual responses to key extracts and wider reading to be uploaded to the reading blog •Research and independent 	<ul style="list-style-type: none"> •<i>Othello</i> scheme of work •Extra texts to support understanding such as key speeches from other plays as well as critical viewpoint •Copies of the text – students to bring <p>Comprehension booklets available to enable students to catch up on</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

			<p>the relevance of these</p> <ul style="list-style-type: none"> • Consider the readership and how they react to the text • Explore modern views and how reactions and interpretations have changed • Consider the social purpose of the text. 		<p>study tasks to be set to support study of the text</p>	<p>missed study.</p>	
Topic 4: Revision of key themes							
<p>Paper 1 Section A - <i>Othello</i></p>	<ul style="list-style-type: none"> • What are the key themes of <i>Othello</i>? • How do I track a theme through a text? 	<p>Lessons 13-14 – 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 • Organise their notes to support further study, producing a 	<p>Revision</p>	<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>Students results at the end of</p>	<ul style="list-style-type: none"> • <i>Othello</i> scheme of work • Copies of the text – students to bring 	<ul style="list-style-type: none"> • Race • Religion • Gender • Honesty • Justice • Rule of law • Rights and responsibilities • Healthy relationships • Conflict • Mental health • Deception • Family

			knowledge organiser		<i>term will measure the success of revision and study</i>		
Term 5							
Topic 1: Revision of Approaches to Unseen Poetry							
Paper 1 Section C - AQA Poetry Anthology	<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 Apply the skills again to a new poem 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Recall the key features of the approach to unseen poetry Apply these to a new poem Consider the social and historical context of the poem and apply this to their analysis of the poem 	<p>Revision Analysis Criticism Context – social and historical Interrogation</p>	<p>Within class:</p> <ul style="list-style-type: none"> Recall of the poetry analysis steps 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>	<ul style="list-style-type: none"> Copies of the new poem for analysis Possibly copies of the approaches to unseen poetry 	
Topic 2: Studying the A Level Poetry Anthology – analysis and annotations							
Paper 1 Section C - AQA Poetry Anthology	<ul style="list-style-type: none"> How is love presented in “[poem name]”? How are relationships presented in “[poem name]”? 	<p>Lessons 2 – 12 – 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 Relevant historical context links 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Recall any key historical and social links from 	<p>Comparison Assessment Analysis Debate</p>	<p>Within class:</p> <ul style="list-style-type: none"> Student led discussions and analysis of the poems Class, group and independent analysis 	<ul style="list-style-type: none"> Copies of AQA Poetry Anthologies Love through the ages scheme of work 	<ul style="list-style-type: none"> Relationships Consent Sexuality Society Support Community Morality Love

		<ul style="list-style-type: none"> •Annotation and analysis of key techniques – language, form and structure 	<p>their history of literature study in Term 1</p> <ul style="list-style-type: none"> •Read the poems for meaning and summarise their content •Analyse the way that meanings are shaped by the poet •Begin making links to <i>Tess of the D'Urbervilles</i> for later study 		<p>At home:</p> <ul style="list-style-type: none"> •Students should independently annotate the dates and poets of each poem <p><i>NB: Some poems may be set as guided analysis for home study, likely to include "The Garden of Love" and "Remember".</i></p>		<ul style="list-style-type: none"> •Family •Gender
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Topic 3: Revision and consolidation of the Poetry Anthology – Knowledge Organiser

Paper 1 Section C - AQA Poetry Anthology	<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 14 – Knowledge Organiser</p> <ul style="list-style-type: none"> •Students to use the proforma to begin making thematic links between poems. •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 •Produce a knowledge organiser for their revision 	<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. 	<ul style="list-style-type: none"> •Blank knowledge organiser 	<ul style="list-style-type: none"> •Relationships •Consent •Sexuality •Society •Support •Community •Morality •Love •Family •Gender
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					<i>Students results at the end of term will measure the success of revision and study</i>		
Term 6							
Topic 1: NEA Core Text 1 – 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? 	Lessons 1 – 2 <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 Relevant biographical information about the author 	Students should be able to: <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 	Literary context Criticism Interpretation Debate	Within class: <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 	Likely to include: <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 2: NEA Core Text 1 – Studying the text							
7712/C – NEA Core Text	Big Questions to be finalised once the teacher has chosen their text. However, they are likely to address: <ul style="list-style-type: none"> Plot Character Theme 	Lessons 3-11 - studying the text (AO1/2/3/4/5) <ul style="list-style-type: none"> Understanding of the plot of the text Study of character, including their 	Students should be able to: <ul style="list-style-type: none"> Recall key information from the text, 	Analysis Context Interpretation Debate Understanding Discussion	Within class: <ul style="list-style-type: none"> Pre-study test of character, plot and theme Discussion with students 	<ul style="list-style-type: none"> Copies of the scheme of work Copies of the text Relevant information 	Likely to include: <ul style="list-style-type: none"> Race Religion Gender Honesty Justice

	<ul style="list-style-type: none"> • Interpretation Critical views 	<p>development and 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>specifically 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 • Lead discussions about interpretation, both readership and critical 		<ul style="list-style-type: none"> • 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"> • Rule of law • Rights and responsibilities • Healthy relationships • Conflict • Mental health • Deception • Family
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 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Explain the 	<p>Assessment Discussion Debate Comparison Analysis</p>	<p>Within class:</p> <ul style="list-style-type: none"> • Grading and rationale for grading of 	<p>Copies of example NEAs Mark schemes</p>	

		<p>outline for their coursework</p> <ul style="list-style-type: none"> Students to consider the requirements <p>Class to read and grade example responses from the exam board</p>	<p>requirements of the NEA</p> <ul style="list-style-type: none"> 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>	Criticism Context	<p>exemplar pieces</p> <ul style="list-style-type: none"> Understanding of the coursework requirements Ability to begin synthesising ideas for coursework <p>At home:</p> <ul style="list-style-type: none"> Research and selection of a secondary text 	<ul style="list-style-type: none"> NEA requirement handout 	
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? What makes a good text for analysis? 	<p>Lesson 14 – Decision on coursework focus</p> <ul style="list-style-type: none"> Students to focus on a theme and secondary text to support their chosen text <p>Begin production of their final coursework essay plan, referencing all AOs</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Explain the rationale behind their theme and core/secondary text choices 	<p>Planning Assessment Independence Criticism Context Analysis</p>	<p>Within class:</p> <ul style="list-style-type: none"> Student explanation of their topic and text choices <p>At home: Continued independent production of their NEA/plans</p>	<p>Copies of NEA planning sheet</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>				
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