

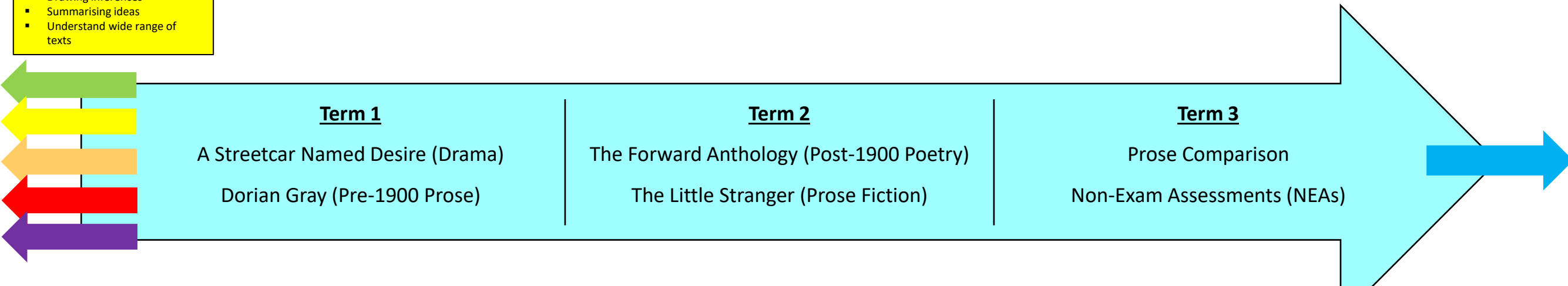


Mastery:
CE, KC, WT

Year 12 English Literature Curriculum Sequence

Intent: For students to confidently and independently analyse a wide variety of Literature, critically evaluating key concepts of Literature theory and wider social constructs.

- A Level Literature feeds from KS2:**
- Identifying word types
 - Root words, prefixes, suffixes
 - Morphology, etymology
 - Thematic links between texts
 - Drawing inferences
 - Summarising ideas
 - Understand wide range of texts



<p>Why teach A Streetcar Named Desire? A Streetcar Named Desire provides opportunities for students to question key social, political and moral issues that transcend time. Students reflect on the dangers of abusing power to oppress others, and examine the importance of challenging traditional, repressive values.</p>	<p>Why teach Dorian Gray? An allegory for ongoing social and political struggles, Dorian Gray highlights personal repression and the consequences. Students reflect on the power that their own experiences allow them, as well as their responsibilities to those who face persecution.</p>	<p>Why teach The Forward Anthology? By studying the Forward Anthology, students experience a wide variety of poetic voices and issues. Students can explore a range of themes, including violence, danger, fear, love, communication and life itself. Studying this anthology facilitates discussion of what it is to be human.</p>	<p>Why teach The Little Stranger? The Little Stranger allows students to explore immorality through a supernatural story. The consequences of human ambition, power and the importance of responsibility are also highlighted through the theme of class envy in this text.</p>	<p>Why teach Prose Comparison? This unit allows students to thematically examine gothic prose over time, giving critical comparison and evaluation of gothic features across a range of literature.</p>	<p>Why teach the NEAs? The independence of the NEA allows students to synthesise all of their learning thus far and put it into action, producing a critical analysis and evaluative comparison of texts.</p>
<p>Teaching A Streetcar Named Desire here supports:</p> <ul style="list-style-type: none"> Prep for A Level exam NEA in Y12 Hamlet in Y13 	<p>Teaching Dorian Gray here supports:</p> <ul style="list-style-type: none"> Prep for A Level exam The Little Stranger in Y12 NEA in Y12 	<p>Teaching The Forward Anthology here supports:</p> <ul style="list-style-type: none"> Prep for A Level exam Romantics in Y13 NEA in Y12 	<p>The Little Stranger supports:</p> <ul style="list-style-type: none"> Prep for A Level exam NEA in Y12 	<p>Teaching Prose Comparison here supports:</p> <ul style="list-style-type: none"> Prep for A Level exam NEA in Y12 	<p>Teaching the NEAs here supports:</p> <ul style="list-style-type: none"> Prep for A Level exam The Romantics in Y13 Hamlet in Y13 NEA in Y13
<p>A Streetcar Named Desire feeds from:</p> <ul style="list-style-type: none"> AIC in Y9/Y11 	<p>Dorian Grey feeds from:</p> <ul style="list-style-type: none"> Crime and Detection in Y7 Gothic Genre in Y8 Banned Literature in Y9 Dystopian Study (Lang) in Y9 J&H in Y10/Y11 	<p>The Forward Anthology feeds from:</p> <ul style="list-style-type: none"> Power and Conflict Poetry in Y10/Y11 Unseen Poetry in Y10/Y11 	<p>The Little Stranger feeds from:</p> <ul style="list-style-type: none"> Crime and Detection in Y7 Gothic Genre in Y8 AIC in Y9/Y11 Dorian Gray in Y12 	<p>Prose Comparison feeds from:</p> <ul style="list-style-type: none"> Comparison tasks at Transition Phase GCSE English Language P2 scheme in Y9/Y10/Y11 	<p>NEA feeds from:</p> <ul style="list-style-type: none"> All English Literature and Language study in Transition Phase and Qualifications Phase A Streetcar Named Desire in Y12 Dorian Gray in Y12 The Forward Anthology in Y12 The Little Stranger in Y12 Prose Comparison in Y12