

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teacher 1: Miss Butler	<p>Induction: Love through the ages</p> <p>Introduction to the content of love through the ages Timeline of major literary movements and genres Research into typicality of specific forms/ writers Attitudes to love, sex and marriage over time Attitudes to the roles of men and women over time Introduce critical theory</p> <p>Pre-1900 Poetry</p> <p>Contextual influences on writers Contextual influences on reception How meaning is shaped for AO2 Themes and symbolism Time management and planning answers Writing in an academic, critical register Different interpretations by readers over time Typicality of form, structure or language features Key terminology</p>	<p><u>Pre-1900 Poetry</u></p> <p>Contextual influences on writers Contextual influences on reception How meaning is shaped for AO2 Themes and symbolism Time management and planning answers Writing in an academic, critical register Different interpretations by readers over time Typicality of form, structure or language features Key terminology</p>	<p>Historical influences including Cinthio original story Social, cultural and literary influences Narrative structure Language use, symbolism and motifs Themes Typicality of form, structure and language Different critical interpretations over time Time management and planning a response Meeting the AOs effectively across an answer Key terminology</p>		<p><u>Examination skills</u></p> <ul style="list-style-type: none"> ○ Othello ○ Pre-1900 anthology <p>Approaches to the exam questions Exemplar answers and how they meet the AOs Practice planning answers Time management Sustaining a critical, academic style Mock questions under timed conditions.</p>	<p><u>Non-Examination Assessment</u></p> <ul style="list-style-type: none"> ○ The Picture of Dorian Gray (pre-1900) <p>Contextual influences Reception How meaning is shaped Themes and symbolism Comparison skills Time management and planning answers Writing in an academic, critical register Different interpretations Typicality of form, structure or language features Key terminology</p>
	<p>Mid-assessment: Unseen Specimen Q: Rotter's Club <i>Examine the view that Coe presents men and women as having different attitudes to infidelity within the extract.</i> Final Assessment: Poetry <i>Examine the view that Wyatt presents a metaphysical view of love within 'Whoso List to Hunt.'</i></p>	<p>Mid-assessment: Poetry <i>Examine the view that Lovelace presents a cavalier view of love.</i> Final Assessment: PPE</p>	<p>Mid-assessment: Othello <i>How does Shakespeare present love in this passage? Examine the view that, in this passage and in the play as a whole, morality is central to the downfall of characters</i> Final Assessment: Poetry How does Shakespeare present love in this passage? Examine the view that, in this passage and in the play as a whole, relationships</p>	<p>Mid-assessment: <i>How does Shakespeare present love in this passage? Examine the view that Shakespeare presents women as the victims of male dominance and aggression.</i> Final Assessment:: PPE 2</p>	<p>1x Othello Q 1x Pre-1900 Poetry Q Final Examination</p>	<p><i>Consider in what ways the choice of third-person narration in The Picture of Dorian Gray expands and/or limits our understanding of character, plot and authorial standpoint. In what ways is the reader manipulated by the narrator? Comment on the portrayal of women in 'The Picture of Dorian Gray'. You should refer to the social and historical context as well as characterisation and character purpose Analyse where the reader's sympathies lie in 'The Picture of Dorian Gray' and consider whether Wilde wanted the reader to empathise with any character in particular.</i></p>

Teacher 2: Miss Price	<u>Wuthering Heights by Emily Bronte</u> Narrative/plot Characterisation Themes Symbols/motifs Language features Structural features Form – typicality/ innovation Critical reception and influencing contexts Different critical interpretations Comparison with ‘The Great Gatsby’ How to write a comparison for this exam question	<u>Wuthering Heights by Emily Bronte</u> Narrative/plot Characterisation Themes Symbols/motifs Language features Structural features Form – typicality/ innovation Critical reception and influencing contexts Different critical interpretations Comparison with ‘The Great Gatsby’ How to write a comparison for this exam question	<u>The Great Gatsby by Scott Fitzgerald</u> Narrative/plot Characterisation Themes Symbols/motifs Language features Structural features Form – typicality/ innovation Critical reception and influencing contexts Different interpretations Comparison skills for the exam paper – comparing an element of Rebecca & The Great Gatsby	<u>Unseen Prose</u> Examine a range of extracts from unseen prose Identify best practice methods of approaching the paper/ extract How to answer the question meeting the AOs appropriately and to a high level.	<u>Examination skills</u> Meeting the AOs more successfully across each question Developing comparison skills Developing critical analysis skills/ essay writing Time management and planning exam answers	<u>Non-Examination Assessment</u> Developing a question Selecting a second text for comparison Meeting the AOs successfully Developing comparison skills Developing critical analysis skills/ essay writing Critical material on A Doll’s House and the chosen text Referencing and bibliography
	Mid assessment: Wuthering heights <i>‘Wuthering Heights is a story of revenge and not love’ How far do you agree with this view of the novel?</i> Final Assessment: Wuthering heights <i>‘Violence breeds violence’. In the light of this comment, consider Emily Bronte’s presentation violence in the novel</i>	d assessment: Wuthering heights <i>‘Wuthering Hights is at heart, the study of social class’. To what</i> Final Assessment: PPE1	Mid-assessment: Comparison <i>“Literature shows us that love never lasts” By comparing two prose texts, explore the extent to which you agree with this statement</i> Final Assessment: Comparison <i>“In literature love always leads to happiness” By comparing two prose texts, explore the extent to which you agree with this statement</i>	Mid-assessment: <i>‘Female characters are presented primarily as those who suffer and endure’</i> <i>By comparing two prose texts, explore the extent to which you agree with this statement</i> Final Assessment:: PPE 2	Final Assessment: Actual examination	