

WFA Long Term Plan

**Long-term planning (LTPs)** - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group  
 Ensuring that end points & NC/spec are covered  
 Identifying what assessments are planned and when  
 Allowing for whole academy intent priorities to be planned for

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5
<b>Teacher 1</b> 3 Lessons	<b>The Handmaid's Tale/ Streetcar</b>		<b>NEA completion alongside Taming Revision</b>		<b>Literature:</b> <b>Revision and exam prep</b>
<b>Teacher 2</b> 2 Lessons	<b>Feminine Gospels /Poetry revision</b>		<b>Gatsby and Unseen Prose revision</b>		<b>Literature:</b> <b>Revision and exam prep</b>

Teacher 1			
	Autumn	Spring	Summer
<b>Unit title:</b>	<b>The Handmaid's Tale/ Streetcar</b>	<b>NEA completion alongside Taming Revision</b>	<b>Revision</b>
<b>Unit length:</b>	42 hours	36 hours	42 hours
<b>Knowledge/ Skills:</b>	<p>Knowledge                      The specification encourages the exploration of texts in a number of different ways:</p> <ul style="list-style-type: none"> <li>the study of a literary theme over time</li> <li>the study of literature through reading and engaging texts written within a narrower and clearly defined time period (1945-present day).</li> </ul> <ul style="list-style-type: none"> <li>Plot, characterisation, narrative structure, form.</li> <li>Context</li> <li>Critical theory/perspectives for both texts</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>How to analyse language,</li> <li>How to apply context</li> <li>How to consider critical theory</li> <li>How to explore writers' intentions</li> <li>Essay writing skills</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>Read widely and independently both set texts and others that they have selected for themselves. (NEA)</li> <li>Students should be prepared for Love through the ages by reading widely in the topic area, reading texts from a range of authors and times.</li> <li>Shakespeare's The Taming of the Shrew allows students to study Shakespeare's representations of love in the dramatic genre: comedy.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>engage critically and creatively with a substantial body of texts and ways of responding to them</li> <li>develop and effectively apply their knowledge of literary analysis and evaluation</li> <li>explore the contexts of the texts they are reading and others' interpretations of them</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>Students will know the texts and have identified areas for improvement.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>How to analyse language,</li> <li>How to apply context</li> <li>How to consider critical theory</li> <li>How to explore writers' intentions</li> <li>Essay writing skills</li> <li>Secure knowledge of the AOs and how to approach the exam questions.</li> </ul>

	▪ Comparison of THT and ASND	▪ Essay writing skills	
<b>AO/Spec coverage:</b>	<ul style="list-style-type: none"> <li>- AO5 Explore literary texts informed by different interpretations. (12%)</li> <li>- AO4 Explore connections across literary texts. (12%)</li> <li>- AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. (24%)</li> <li>- AO2 Analyse ways in which meanings are shaped in literary texts. (24%)</li> <li>- AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. (28%)</li> <li>- Weightings for each question are as follows: AO5: 3 marks AO4: 3 marks AO3: 6 marks AO2: 6 marks AO1: 7 mark</li> </ul>	<ul style="list-style-type: none"> <li>- AO1</li> <li>- AO2</li> <li>- AO3</li> <li>- AO4</li> <li>- AO5</li> </ul>	<ul style="list-style-type: none"> <li>- AO1</li> <li>- AO2</li> <li>- AO3</li> <li>- AO4</li> <li>- AO5</li> </ul>
<b>Cross-curricular links:</b>	History, English Language Modern times, areas that can usefully be explored include: wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class, race and ethnicity; political upheaval and change; resistance and rebellion; imperialism, post-imperialism and nationalism; engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century.		
<b>Assessments:</b>	<p style="background-color: yellow;">Assessment week 4 (September 2021) Mid term, End Term, Mock exams</p> <p><b>Paper 1: Love through the ages</b>            Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play.            Examination will include two unseen poems Assessed • written exam: 3 hours • open book in Section C only • 75 marks • 40% of A-level Questions            Section A: Shakespeare: one passage-based question with linked essay (25 marks)            Section B: Unseen poetry: compulsory essay question on two unseen poems (25 marks)            Section C: Comparing texts: one essay question linking two texts (25 marks) Love poetry anthology and The Great Gatsby.</p> <p><b>Paper 2: Texts in shared contexts</b>  <u>Option 2B: Modern times: literature from 1945 to the present day</u>            Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000 Examination will include an unseen prose extract Assessed • written exam: 2 hours 30 minutes • open book • 75 marks • 40% of A-level Questions            Section A: Set texts. One essay question on set text (25 marks)            Section B: Contextual linking</p>		

	<ul style="list-style-type: none"> <li>• one compulsory question on an unseen extract (25 marks)</li> <li>• one essay question linking two texts (25 marks)</li> </ul> <p><b>Non-exam assessment:</b> Independent critical study: texts across time Comparative critical study of two texts, at least one of which must have been written pre-1900 One extended essay (2500 words) and a bibliography Assessed</p> <ul style="list-style-type: none"> <li>• 50 marks</li> <li>• 20% of A-level</li> <li>• assessed by teachers</li> <li>• moderated by AQA</li> </ul>
<i>Other academy intent priorities</i>	
<b>Curriculum Careers - Gatsby 4</b>	Writer, Editor, playwright

<b>Teacher 2</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Feminine Gospels /Poetry revision</b>	<b>Gatsby and Unseen Prose revision</b>	<b>Literature: Revision and exam prep</b>
<b>Unit length:</b>	32 hours	24 hours	26 hours
<b>Knowledge/ Skills:</b>	Knowledge <ul style="list-style-type: none"> <li>▪ The key idea of the poems</li> <li>▪ The context of poems</li> <li>▪ Impact of the use of language/form/structure</li> <li>▪ Analytical responses</li> </ul> Skills <ul style="list-style-type: none"> <li>▪ Encourage critical debate</li> </ul> In each task, students will be required to argue and to show personal responses and critical preferences, supported by the terminology relevant to the topics and contexts with which they are engaging.	Knowledge <ul style="list-style-type: none"> <li>▪ Impact of the use of language/form/structure</li> <li>▪ The context for TGG</li> <li>▪ Knowledge of how to compare TGG with poems from the anthology- knowledge covered in year 12</li> <li>▪ Exemplars shown to help structure a comparison.</li> <li>▪ How to approach Unseen Prose- knowledge covered in Year 12</li> </ul> Skills <ul style="list-style-type: none"> <li>▪ How to analyse language/structure</li> <li>▪ How to apply context</li> <li>▪ How to consider critical theory</li> <li>▪ How to explore writers' intentions</li> </ul>	Knowledge <ul style="list-style-type: none"> <li>▪ Students will know the texts and have identified areas for improvement.</li> </ul> Skills <ul style="list-style-type: none"> <li>▪ How to analyse language,</li> <li>▪ How to apply context</li> <li>▪ How to consider critical theory</li> <li>▪ How to explore writers' intentions</li> <li>▪ Essay writing skills</li> <li>▪ Secure knowledge of the AOs and how to approach the exam questions.</li> </ul>

	<ul style="list-style-type: none"> <li>• How to explore the poetic methods chosen by poets to convey meaning: poetic structure, poetic imagery and sound effects. Analysis will reflect the conventions of relevant poetry movements and relevant poetic form.</li> <li>• How to apply context: working with texts over time involves looking at ways in which authors shape meanings within their texts. It also involves thinking about a wide range of relevant contexts, some of them to do with the production of the text at the time of its writing, some (where possible) to do with how the text has been received over time and, most of all in this specification, contexts to do with how the text can be interpreted by readers now. And finally, because texts and their meanings are not fixed, interpretation is not fixed, and multiple interpretations are possible.</li> </ul> <ul style="list-style-type: none"> <li>▪ How to consider critical theory</li> <li>▪ How to explore writers' intentions</li> <li>▪ Essay writing skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Essay writing skills- comparison for TGG and Poetry</li> </ul>	
<b>AO/Spec coverage:</b>	<ul style="list-style-type: none"> <li>- AO1</li> <li>- AO2</li> <li>- AO3</li> <li>- AO4</li> <li>- AO5</li> </ul>	<ul style="list-style-type: none"> <li>- AO1</li> <li>- AO2</li> <li>- AO3</li> <li>- AO4</li> <li>- AO5</li> </ul>	<ul style="list-style-type: none"> <li>- AO1</li> <li>- AO2</li> <li>- AO3</li> <li>- AO4</li> <li>- AO5</li> </ul>
<b>Cross-curricular links:</b>	History, English Language Although not an exhaustive list of aspects of Love through the ages, areas that can usefully be explored include: romantic love of many kinds; love and sex; love and loss; social conventions and taboos; love through the ages according to history and time; love through the ages according to individual lives (young love, maturing love); jealousy and guilt; truth and deception; proximity and distance; marriage; approval and disapproval.		
<b>Assessments:</b>	Assessment week 4 (September) Mid term, End Term, Mock exams		
<i>Other academy intent priorities</i>			

<p><b>Curriculum Careers - Gatsby 4</b></p>	<p>Writer, Editor, playwright</p>
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**End points covered:**

A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes.

Skills in literary criticism using range of texts from different periods, styles and genres.

Understanding of form, structure, and language across contexts, cultures, writers and genres.

**Understanding of tragedy, comedy, British literature from classical literature to contemporary forms**

**English Literature A's** historicist approach to the study of literature rests upon reading texts within a shared context. Working from the belief that no text exists in isolation but is the product of the time in which it was produced, English Literature A encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood. Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives. English Literature A privileges the process of making autonomous meaning, encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses. Given the spirit of the specification, rather than imposing a uniform list of prescribed set texts, various options are offered in terms of both time period and genre.

Across the course, students will study texts both diachronically (produced across a very broad time period) and synchronically (produced within a clearly defined time period). The specification encourages the exploration of texts in a number of different ways: • the study of a literary theme over time • the study of literature through engaging with two of the main historicist perspectives, the diachronic (reading texts written across widely different time periods that explore the same theme) and synchronic (reading texts written within a narrower and clearly defined time period) • the study of various texts, both singly and comparatively, chosen from a list of core set texts and a list of chosen comparative set texts • writing about texts in a number of different ways.

Working within historicist principles means students are required to read widely across a range of texts and connect them across time and topic. Working with texts over time involves looking at ways in which authors shape meanings within their texts. It also involves thinking about a wide range of relevant contexts, some of them to do with the production of the text at the time of its writing, some (where possible) to do with how the text has been received over time and, most of all in this specification, contexts to do with how the text can be interpreted by readers now. And finally, because texts and their meanings are not fixed, interpretation is not fixed, and multiple interpretations are possible.

In the way literary study is configured in this specification, significance involves weighing up all the potential contributions to how a text can be analysed: through the way the text is constructed and written; through text specific contexts that can be relevantly applied; through connecting the text(s) to other texts; and then finding potential meanings and interpretations. Whilst the course invites a variety of written response types, these will all encourage critical debate. In each task, students will be required to argue and to show personal responses and critical preferences, supported by the terminology relevant to the topics and contexts with which they are engaging. In doing so, they will be able to show 'creativity'. Taken as a whole, therefore English Literature A not

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only equips students with the knowledge and skills needed for both exams and non-exam assessment, but also opens up a rich, challenging and coherent approach to English literature that provides an excellent basis for studying the subject at university. Both examined elements of the course have the methodologies of historicism at their centre.

### **Paper 1: In Love through the ages, the theme of love, one of the most central themes in literature, is explored across time..**

Although not an exhaustive list of aspects of Love through the ages, areas that can usefully be explored include: romantic love of many kinds; love and sex; love and loss; social conventions and taboos; love through the ages according to history and time; love through the ages according to individual lives (young love, maturing love); jealousy and guilt; truth and deception; proximity and distance; marriage; approval and disapproval.

The aim of this topic area is to encourage students to explore aspects of a central literary theme as seen over time, using unseen material and set texts. Students should be prepared for Love through the ages by reading widely in the topic area, reading texts from a range of authors and times.

- The four Shakespeare plays on offer allow students to study Shakespeare's representations of love in a range of different dramatic genres: tragedy, comedy, problem play or late play.
- The AQA anthologies of love poetry through the ages allow students to encounter a range of different types of poem as they study representations of love over time.

The range of comparative prose texts on offer allows students to study representations of love by a variety of authors across time. • Students study three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play. They will also respond to two unseen poems in the exam.

### **Paper 2B: In Texts in shared contexts, students explore texts written within a narrower and clearly defined time period: Modern times: literature from 1945 to the present day.**

Option B takes the end of WW2 as its historical starting point and explores both modern and contemporary literature's engagement with some of the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century. Students should prepare for Texts in shared contexts by reading widely within their chosen option. Studying representations of the key themes identified below will allow them to encounter a range of ideas and opinions relevant to the shared context.

Option B: Modern times: literature from 1945 to the present day Although not an exhaustive list of aspects of Modern times, areas that can usefully be explored include: wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class, race and ethnicity; political upheaval and change; resistance and rebellion; imperialism, post-imperialism and nationalism; engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century.

### **The non-exam assessment element offers students the freedom to compare texts either diachronically or synchronically.**

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Within and across each examined element of the course, a shared context links the texts studied and thereby opens up fruitful areas of comparative study. The shared context gives the students' reading a clear focus and encourages them to develop close and comparative reading skills. With the ability to select texts from the lists relevant to each component, you have not only the high degree of autonomous text choice but also the knowledge that students will be well prepared for the specific demands of each exam. This flexibility is enhanced by the non-exam assessment, which offers as free a choice of independently selected texts as possible for both you and your students, ensuring that you have the freedom to create a coherent course of study for your students.

**Independent critical study: texts across time** In Texts across time, students write a comparative critical study of two texts. This specification is committed to the notion of autonomous personal reading and Texts across time provides a challenging and wide-ranging opportunity for independent study. Possible themes for the comparison are indicated below, but this is not a set list and students are free to develop their own interests from their own wider and independent reading.

Texts chosen for study must maximise opportunities for writing about comparative similarity and difference and must allow access to a range of critical views and interpretations, including over time. Students should take an autonomous approach to the application and evaluation of a range of critical views. The title 'Independent critical study' highlights the important idea that, within a literature course, students should have the opportunity to work independently. Although one common text could, if required, be taught to a whole cohort, at least one text should be studied independently by each student. Texts should always be chosen with your guidance and support. Students should also individually negotiate their own task. In Texts across time, students write a comparative critical study of two texts on a theme of their choice. Possible themes include, but are not limited to: • the struggle for identity • crime and punishment • minds under stress • nostalgia and the past • the Gothic • satire and dystopia • war and conflict • representations of race and ethnicity • representations of sexuality • representations of women • representations of men • representations of social class and culture. The spirit of this component is for independent study, with schools and colleges submitting work on a range of texts and tasks. Schools and colleges are encouraged to check the appropriateness of texts and tasks with their non-exam assessment adviser, especially where there may be some uncertainty on the approach being taken, either by the school or college as a whole or by individual students.

### **Course aims: based on these specifications must encourage students to develop their interest in and enjoyment of literature and literary studies as they:**

- read widely and independently both set texts and others that they have selected for themselves
- engage critically and creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation
- explore the contexts of the texts they are reading and others' interpretations of them.

**In addition, A-level specifications must encourage students to develop their interest in and enjoyment of literature and literary studies as they undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions.**