

Year group	12 English Literature
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Curriculum Vision:	Our intention is that students will be able to pass the A level examination well, - but also and most importantly – acquire: Advanced skills in critical analysis and interpretation, An ability to compose a persuasive, analytical essay, An awareness of the English literary tradition, And an enjoyment of great literature, all of which will serve them for the rest of their lives.
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Rationale for sequencing	To follow closely the exams format thus enabling a gradual immersion into the material; coursework to be completed late so that final pieces may benefit from such. (Note this is the first year of Dystopian texts)
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Through education, we have the privilege of engaging directly with children and young people who:

- are passionate about the natural world
- want to do their best to protect it
- can influence their wider communities

Throughout this document, whenever the following icon is used , it indicates that the teaching and learning is linked to one or more of the following:

- nature
- the causes and impacts of climate change
- careers in the green economy
- the importance of sustainability

Term 1	
Teacher 1	Teacher 2
Shakespeare's 'Hamlet' – reading with a focus on analysis of extracts thereof – A02 - followed by Critical Interpretation of the text, with a focus on writing an analytical essay – A05.	An Introduction to Dystopian literature (student presentations) in context with a focus on common themes being derived from context – A03 & A04 - followed by close analysis of extracts. Focus on A02, interleaved with reading of Orwell's '1984'.
Term 2	
Teacher 1	Teacher 2
Chaucer's 'The Merchants Tale' with a focus on themes in context, followed by Goldsmith's 'She Stoops to Conquer', again with a focus on themes in context for later comparative essay – A03 & A04.	Reading of 'The Handmaid's Tale' with occasional unseen extract practice. Focus shifts to A03 & A04 predominantly with occasional A02 and increasing A01 & A04 work.
Term 3	
Teacher 1	Teacher 2
Revision of 'Hamlet' for mocks, followed by completion of Goldsmith comparative study.	Revision for mocks followed by completion of A05 material on both texts.

Key Assessment Plans:	Based on OCR syllabus H472
Term 1	Close analysis of an extract taken from 'Hamlet' - T1 - and Unseen extract analysis – T2.
Term 2	Hamlet as per the exam – T3 – and Unseen extract analysis - T4
Term 3	Mock exams – T5 Complete papers.