

UNIT I - DRAMA

Content

- Assessment Objectives
- The historical background to the fictional work
- Sir Thomas More – the character and the man
- Genre – dramatic conventions
- Plot and character
- Themes
- Essay planning and structuring

Resources & ICT

- Main text: *A Man for All Seasons* – Robert Bolt
- *Studying English Literature* – Marian Cox
- PowerPoint / Prezi presentations on aspects of the text
- Worksheets and questions
- Film version of text *A Man for All Seasons* – Fred Zinnemann

Types of assessment

- Past AS Level English Literature essay questions
- Spoken contributions in class
- Extended homework questions
- In-class presentations
- Factual quizzes

Students to Know

- The plot, characters and themes of the text
- The context in which the text is set / produced
- The genre / language / structure employed by the author
- The requirements for an academic literature essay

Students to Understand

- The ways in which writers' choices of form, structure and language shape meanings
- The effective use of narrative methods
- How parts of the text relate to the work as a whole
- The importance of wider reading and how it may contribute to personal development

Students to be able to Do

- To produce informed, independent opinions and judgements on literary texts
- To communicate clearly the knowledge, understanding and insight appropriate for literary study
- To produce an essay under timed conditions

Cross curricular links

- History; religion and Reformation
- PSHE; moral choices versus political expediency

Differentiation incl. EAL

- Extension activities
- Groups working on tasks suitable for ability level

Learning styles activities

- Groupwork
- Pair to whole group discussion opportunities
- Teacher-led lectures
- Self-editing of work and peer editing



The meeting of Sir Thomas More with his daughter after his sentence of death, 1535

William Frederick Yeames / Public domain

Global citizenship, internationalism, local environment

- The debate concerning the role of religion in political decision-making
- The splitting of England from the Church of Rome set against the European backdrop of Reformation

UNIT 2 - PROSE

Content

- Assessment Objectives
- 20th century prose context
- Genre – colonialist writing
- Plot and character
- Themes
- Essay planning and structuring

Resources & ICT

- Main text: *A Passage to India* – E.M. Forster
- Studying English Literature – Marian Cox
- PowerPoint / Prezi presentations on aspects of the text
- Worksheets and questions

Types of assessment

- Past AS Level English Literature essay questions
- Spoken contributions in class
- Extended homework questions
- In-class presentations
- Factual quizzes

Students to Know

- The plot, characters and themes of the text
- The context in which the text is set / produced
- The genre / language / structure employed by the author
- The requirements for an academic literature essay

Students to Understand

- The ways in which writers' choices of form, structure and language shape meanings
- The effective use of narrative methods
- How parts of the text relate to the work as a whole
- The importance of wider reading and how it may contribute to personal development

Students to be able to Do

- To produce informed, independent opinions and judgements on literary texts
- To communicate clearly the knowledge, understanding and insight appropriate for literary study
- To produce an essay under timed conditions

Cross curricular links

- History; colonial occupation of India in the 1920s
- Geography; the Indian subcontinent's weather, climate, geography
- PSHE; social taboos, class structure, racism

Differentiation incl. EAL

- Extension activities
- Groups working on tasks suitable for ability level

Learning styles activities

- Groupwork
- Pair to whole group discussion opportunities
- Teacher-led lectures
- Self-editing of work and peer editing



British and Indian people during the Raj

Unknown / Public domain

Global citizenship, internationalism, local environment

- Colonialism in the early 20th century
- Relationships between different races, nationalities and religions



UNIT 3 - DRAMA

Content

- Assessment Objectives
- 20th century drama context
- Genre – dramatic conventions
- Tragicomedy
- Plot and character
- Themes
- Essay planning and structuring

Resources & ICT

- Main text: *Absurd Person Singular* – Alan Ayckbourn
- *Studying English Literature* – Marian Cox
- PowerPoint / Prezi presentations on aspects of the text
- Worksheets and questions
- Film version of text *A Man for All Seasons* – Fred Zinnemann

Types of assessment

- Past AS Level English Literature essay questions
- Spoken contributions in class
- Extended homework questions
- In-class presentations
- Factual quizzes

Students to Know

- The plot, characters and themes of the text
- The context in which the text is set / produced
- The genre / language / structure employed by the author
- The requirements for an academic literature essay

Students to Understand

- The ways in which writers' choices of form, structure and language shape meanings
- The effective use of narrative methods
- How parts of the text relate to the work as a whole
- The importance of wider reading and how it may contribute to personal development

Students to be able to Do

- To produce informed, independent opinions and judgements on literary texts
- To communicate clearly the knowledge, understanding and insight appropriate for literary study
- To produce an essay under timed conditions

Cross curricular links

- History; 1970s economy for background context
- PSHE; social ills – depression, alcoholism

Differentiation incl. EAL

- Extension activities
- Groups working on tasks suitable for ability level

Learning styles activities

- Groupwork
- Pair to whole group discussion opportunities
- Teacher-led lectures
- Self-editing of work and peer editing



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Global citizenship, internationalism, local environment

- Social dynamics and niceties in 1970s Britain
- Wider context of 1970s Europe, social change and disruption

UNIT 4 - POETRY

Content

- Assessment Objectives
- Early 20th century historical context
- Genre – World War One poetry
- Literary devices
- Themes
- Essay planning and structuring

Resources & ICT

- Main text: *Selected Poems* – Wilfred Owen
- *Studying English Literature* – Marian Cox
- PowerPoint / Prezi presentations on aspects of the text
- Worksheets and questions
- Film version of text *A Man for All Seasons* – Fred Zinnemann

Types of assessment

- Past AS Level English Literature essay questions
- Spoken contributions in class
- Extended homework questions
- In-class presentations
- Factual quizzes

Students to Know

- The plot, characters and themes of the text
- The context in which the text is set / produced
- The genre / language / structure employed by the author
- The requirements for an academic literature essay

Students to Understand

- The ways in which writers' choices of form, structure and language shape meanings
- The effective use of narrative methods
- How parts of the text relate to the work as a whole
- The importance of wider reading and how it may contribute to personal development

Students to be able to Do

- To produce informed, independent opinions and judgements on literary texts
- To communicate clearly the knowledge, understanding and insight appropriate for literary study
- To produce an essay under timed conditions

Cross curricular links

- History; trench warfare in WWI
- Geography; the Western Front, France and Belgium
- PSHE; the psychological effects of war

Differentiation incl. EAL

- Extension activities
- Groups working on tasks suitable for ability level

Learning styles activities

- Groupwork
- Pair to whole group discussion opportunities
- Teacher-led lectures
- Self-editing of work and peer editing



Barber in a french trench

Bain News Service / Public domain

Global citizenship, internationalism, local environment

- World War One
- Europe as a battleground, the division of a continent

