

HALF TERM 6 CURRICULUM CONTENT – Year 12 English

Intent statement:

This unit is intended to further develop students' understanding of comparative writing skills, specifically comparing pre-1900 poetry and *The Great Gatsby*. Bringing together their knowledge of comparison skills, pupils are now refining their ability to identify similarities and differences across different forms of writing. At A-Level, it is vital that students develop the ability to present a clearly articulated argument that demonstrates their awareness of how texts have different contexts of production that influence not only their style but also their content, and that texts can be traditional, subversive or even ambiguous in their often-didactic messages. Crucial to an enhanced understanding of these two texts, students must examine if and how representations of relationships and love have changed across time, as well as the reasons why.

Topic	AQA Love Through the Ages (Pre-1900 poems) and <i>The Great Gatsby</i> by F Scott Fitzgerald
Prior knowledge / skills	<ul style="list-style-type: none"> ● Understanding how to annotate a poem and a novel ● Familiarity with generic conventions of poetry and novels ● Comparing aspects of texts ● Writing extended compositions comparing poetry and prose
Key skills	<ul style="list-style-type: none"> ● Comparing aspects of (literary attitudes towards and treatment of) love across time in a prose text and poetry anthology ● Exploring literary presentations of the same theme in different types of texts and consider how a/typical those presentations are
Foundation words	<ol style="list-style-type: none"> 1. Stereotype 2. Stigma 3. Circumstances 4. Unfortunate 5. Influential 6. Laudable 7. Courtly 8. Envidable 9. Damned 10. Condemned
Targeted words	<ol style="list-style-type: none"> 1. Materialism 2. Rapacity 3. Ennui 4. Listlessness 5. Dissatisfaction 6. Inebriation 7. Cultivate

	<ol style="list-style-type: none"> 8. Couth 9. Flippant 10. Detached
Specialist words	<ol style="list-style-type: none"> 1. American dream 2. Moral decay 3. Extended metaphor 4. Ambiguous 5. Motif 6. Symbolism 7. Subtext 8. Diatribe 9. Embodiment 10. Epitome
Assessment	<p>The assessment will take place at the end of June / beginning of July in the UCAS test which will be used to determine students' predicted grades for English Literature.</p> <p>The assessment will consist of an extended writing composition comparing the two set texts. The skill being assessed is reading.</p>
Personal Development opportunities	<p>The pre-1900 poems develop students' understanding of various attitudes towards controversial issues such as sex, marriage, monogamy, remembrance and failed relationships across time. The Great Gatsby meanwhile requires students to examine the significance of the American Dream, and the emergence of a new, capitalistic American Dream, and its consequences.</p> <p>Sometimes there are adaptations of the novel on stage in London and it might be possible to take the Year 12 and 13 cohorts to go see this.</p>
Homework requirements	<p>Homework will be set on Google Classroom every lesson and will take 60 minutes to complete. Students are expected to do pre-reading of a range of source materials ahead of lessons so that they turn up with prepared ideas for discussion and evaluation.</p>