

HALF TERM 6 CURRICULUM CONTENT – Year 12 English

Intent statement:

This unit is intended to develop students' understanding of typicality, generic conventions and attitudes towards war in two different text types - a poetry collection and a play. This unit fulfils the specification's requirement that students study a post-2000 text and that they study a set text from the list of plays on the curriculum. 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. Students will begin this unit by considering how outdated Victorian ideals of stoicism quickly became dated in the context of mass destruction and death witnessed in the brutal trench warfare conditions of WWI. Later on in the unit, students will look at shifting attitudes towards war - how slowly humour and satire began to emerge - in seminal texts such as 'O What A Lovely War!' by Joan Littlewood and *Blackadder* (1982-83). Students will consider how *The Wipers Times* pays homage to the texts that came before it, before going on to consider how the contemporary poetry of Wilfred Owen and his ilk demonstrates many differences with work published around the centenary of the Great War.

Topic	The War Poetry of Wilfred Owen and <i>The Wipers Times</i> by Ian Hislop and Nick Newman
Prior knowledge / skills	Understanding poetic techniques and different types of poems e.g. sonnet, elegy, apostrophe and so on. Understanding conflict as a significant theme in literature. Understanding what a play is, what stage directions are, and how works can be commissioned for important occasions like a century (as <i>The Wipers Times</i> was).
Key skills	Making links between the poet's firsthand experience of trench warfare and the content of his poems. Annotating a poem. Considering the context of production and its influence on both the style and content of the text. Comparing poems and their attitudes towards and depiction of war. Being able to think critically and support an opinion in an extended composition. Evaluating how different generations develop their own culture and attitudes towards significant aspects of society and norms, including attitudes towards war itself. Considering the importance of historical fiction and understanding how to recognise that, whilst based on research, the work remains a piece of fiction with stylistic choices and various imposed meanings. Being able to compare two war texts in an extended composition. Being able to enter a debate on war texts based on well-researched ideas.
Foundation words	<ol style="list-style-type: none"> 1. Mock 2. Humiliate 3. Belittle 4. Deride 5. Privilege 6. Sheltered 7. Pride 8. Piteous 9. Hail

	10. Guffaw
Targeted words	<ol style="list-style-type: none"> 1. Decrepitude 2. Carnage 3. Leer 4. Purgatorial 5. Extrication 6. Treading 7. Multitudinous 8. Chasms 9. Fretted 10. Clamorous
Specialist words	<ol style="list-style-type: none"> 1. Parody 2. Absurdism 3. Ode 4. Parable 5. Sonorous 6. Cacophony 7. Grandiloquent 8. Lexis 9. Magniloquent 10. Litotes
Assessment	<p>The assessment will comprise the UCAS exams which are used to help 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>Students enhance their understanding of the legacy of war and conflict; they consider the causes and effects of war and its aftermath as captured in various fiction. Students have opportunities to discuss concepts such as pacifism, conscientious objectors, peace and conflict.</p> <p>In the past we have been able to arrange school trips to visit war graves and memorials in France and Belgium. Depending on interest and costs, we may be able to organise this trip again. Sometimes similar plays, such as Joan Littlewood's 'O What A Lovely War' offer a limited run and students can sometimes avail of such opportunities to see a WWI play that shares the generic features of a comedy. It may be possible to visit the Imperial War Museum to allow students to compare different wars throughout history.</p>

Homework requirements

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.