YEAR 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Big Idea	How do dramatic genres and critical perspectives shape our understanding of literature? Genre, Comedy and Tragedy		How do narrative methods and poetic voices shape meaning and interpretation? Narrative, Voice and Comparison		How do independent research and critical perspectives deepen our understanding of literature?	
Content.	**Drama (Component 1):** *Twelfth Night* • Comedy • Satire • Courtly Love • Characterisation • Lent vs. Carnival • Introduction to the Critical Anthology (AO5) **Drama (Component 1):** *A Streetcar Named Desire* • Conventions of Modern Tragedy • Genre • The Antebellum South • Structure • Characterisation • Symbolism • Music and Sound • Realism and Expressionism • Minor Characters • Student Presentations		**Prose (Component 2):** *The Handmaid's Tale* (RW) • Aspects of Narrative • Story and Plot • Characterisation • Narrative Voice • Setting • Student Presentations **Poetry (Component 3):** *Poems of the Decade* • Family and Power Poems • The Significance of Voice • Poetic Techniques • Form and Structure • Teach a Poem to the Class • Writing Comparatively (AO4)		**Prose (Component 2):** *Frankenstein* (RW) • Protagonists and Antagonists • Setting • Parental Figures • Secondary Characters • Love and Sacrifice • Suffering and Endurance • Societal Expectations • Romanticism • The Gothic/Grotesque • Writing Comparatively (AO4) **NEA (Component 4):** Coursework Preparation • Aspects of Narrative (Narrative Voice and Characterisation) • Critical Voices and Wider Reading (AO5) • Independent Reading from Suggested List • Aspects of Narrative (Setting and Structure) • Writing Comparatively (AO4) • Research, Planning and Drafting	
What are students learning?	•Explore the conventions of Shakespearean comedy and modern tragedy. •Examine how dramatic genre shapes audience expectations and interpretations. •Analyse Shakespeare's presentation of comedy through satire, courtly love and characterisation. •Explore Williams' presentation of tragedy through dramatic structure, symbolism and theatrical methods. •Develop understanding of the historical, social and cultural contexts that influence both plays. •Introduce literary criticism through the Critical Anthology and consider how different critical perspectives shape interpretation (AO5).		• Explore *The Handmaid's Tale*, focusing on story and plot, narrative voice, characterisation and setting. • Develop understanding of how narrative methods shape readers' interpretations. • Explore the presentation of family, power and identity in *Poems of the Decade*. • Analyse how poets use language, form and structure to communicate ideas. • Develop comparative approaches across the poetry collection in preparation for Component 3. • Strengthen independent learning through student-led presentations and collaborative discussion.		• Explore *Frankenstein*, focusing on protagonists and antagonists, setting, characterisation and narrative structure. • Examine Shelley's presentation of Romantic ideals, the Gothic tradition and societal expectations. • Analyse themes including love, sacrifice, suffering and endurance. • Develop comparative understanding between *Frankenstein* and *The Handmaid's Tale* in preparation for Component 2. • Introduce the requirements of the NEA through independent text selection, wider reading and literary research.	

	•Begin independent reading of *The Handmaid's Tale* in preparation for Component 2.		• Explore critical interpretations and begin planning an independent comparative investigation
What are students learning to do?	• Construct conceptual literary arguments supported by precise textual evidence. Analyse dramatic methods including language, structure and stagecraft. • Evaluate different interpretations of literary texts. • Use contextual knowledge to deepen literary analysis. • Develop confident seminar discussion and presentation skills. • Engage with critical viewpoints and begin incorporating them into written responses.	• Analyse narrative methods using the Aspects of Narrative framework. • Construct conceptual arguments supported by detailed textual evidence. • Compare poems using connections between themes, methods and contexts (AO4). • Evaluate how writers and poets shape readers' responses through narrative voice and poetic techniques. •Present literary ideas confidently using appropriate academic terminology. • Develop informed personal interpretations supported by wider reading.	• Construct sophisticated comparative arguments across prose texts (AO4). • Analyse narrative methods and their effects using the Aspects of Narrative framework. • Integrate contextual understanding and critical perspectives into analytical writing. • Develop an independent research question for the NEA. • Evaluate different critical interpretations to support personal responses (AO5). • Plan, draft and refine an extended comparative coursework essay.
Key words	Genre, comedy, tragedy, satire, courtly love, characterisation, dramatic irony, stagecraft, symbolism, realism, expressionism, context, interpretation, critical theory, ideology	Narrative, narrator, perspective, chronology, characterisation, voice, setting, plot, structure, identity, comparison, interpretation, form, symbolism, synthesis	Romanticism, Gothic, grotesque, protagonist, antagonist, narrative, characterisation, sacrifice, endurance, comparison, interpretation, ideology, critical theory, methodology, research
Skills How are they learning it?	• Develop close reading through seminar discussion, collaborative annotation and teacher modelling of dramatic analysis. • Build analytical writing through conceptual essay planning, guided practice and independent extended responses. • Develop understanding of genre by comparing dramatic conventions across Shakespearean comedy and modern tragedy. • Introduce critical perspectives through guided reading of the Critical Anthology, discussion and exploratory writing (AO5). • Strengthen independent learning through wider reading, research tasks and student presentations. • Develop oracy through seminar contributions, paired discussion and formal presentations that encourage academic debate.	• Develop analytical reading through close textual analysis, seminar discussion and collaborative annotation using the Aspects of Narrative framework. • Strengthen comparative writing through teacher modelling, guided planning and independent comparative essays (AO4). • Develop understanding of poetic methods through close reading, discussion and student-led teaching of individual poems. • Build academic confidence through presentations, wider reading and collaborative literary debate. • Refine essay writing through whole-class feedback, redrafting and increasingly independent analytical responses. • Introduce increasingly sophisticated comparative arguments by synthesising ideas across texts and critical interpretations.	• Develop comparative analysis through seminar discussion, close reading and guided exploration of the Aspects of Narrative. • Strengthen academic writing through comparative essay modelling, teacher conferencing and independent extended responses. • Build research skills through wider reading, note-making and evaluation of critical sources (AO5). • Develop independent thinking by formulating research questions and justifying literary choices for the NEA. • Refine drafting and editing through peer review, tutor feedback and reflective redrafting. • Consolidate academic confidence through independent study, presentations and sustained literary discussion.
Key Questions	• How do the conventions of comedy and tragedy shape meaning? • How does Shakespeare use comedy to explore identity, love and society? • How does Williams redefine tragedy for a twentieth-century audience? • How do dramatic methods influence an audience's response?	• How do narrative methods shape readers' interpretations? • How does Atwood use narrative voice to explore power and identity? • How do poets present family, power and relationships through voice and form? • How can comparison deepen our understanding of literary texts?	• How do the Romantic poets use narrative methods to shape readers' responses? • How do Romanticism and the Gothic influence the presentation of characters and ideas? • How can comparison deepen our understanding of prose texts? • How do critical interpretations challenge or reinforce our own readings?

	• How can critical perspectives deepen our understanding of literature? • How does context shape both the production and interpretation of literary texts?	• How do writers use structure to influence meaning? • How can independent interpretation be supported through textual evidence and comparison?	• What makes an effective independent literary investigation? • How can research and wider reading strengthen academic argument?
Assessment (specific assessed piece(s); milestone(s))	• **Drama Essay:** *Twelfth Night* – exploring Shakespeare's presentation of comedy, character or relationships (AO1, AO2, AO3 & introduction to AO5). • **Drama Essay:** *A Streetcar Named Desire* – analysing Williams' presentation of tragedy through dramatic methods. • **Student Presentation:** Exploring a critical interpretation, contextual issue or dramatic convention from one of the set texts. • **Reading Journal:** Independent reading of *The Handmaid's Tale*, recording reflections on narrative methods and contextual ideas in preparation for Component 2.	• **Comparative Prose Essay:** *The Handmaid's Tale* exploring an Aspect of Narrative (AO1, AO2 & AO3). • **Comparative Poetry Essay:** Comparing two poems from *Poems of the Decade* with a focus on voice, form and thematic connections (AO1, AO2 & AO4). • **Student Presentation:** Teach a poem from the anthology, analysing poetic methods and leading class discussion. • **Seminar Contribution:** Present and defend an interpretation of *The Handmaid's Tale* using textual evidence and contextual understanding.	**Comparative Prose Essay:** *Frankenstein* and *The Handmaid's Tale*, exploring an Aspect of Narrative (AO1, AO2, AO3 & AO4). **NEA Proposal:** Submission of research question, chosen texts and rationale.