

# Curriculum Overview Year 12 English Language and Literature



Unit Title	Learning	How can parents best support?
<p><b>Half Terms 1 and 2</b></p> <p>An Introduction to Stylistics and Language Study</p>	<p>Learning about the language frameworks</p> <p>Developing knowledge of the Paris Anthology</p> <p>Developing knowledge of academic writing for A Level</p> <p>Developing knowledge of linguistic and literary theory</p> <p>Developing linguistic analysis skills</p> <p>Learning about the city of Paris across the ages and in the modern era; including ideas of representation and stereotype</p> <p>Learning about French cinema, French culture and customs</p>	<p>Talk to your child about their learning and support them with their home learning tasks. Take time to discuss your knowledge of Paris and France generally; do you have in mind specific ideas about Parisians or the French? Discuss the roots of these ideas in order to start a discussion about representation and stereotype. If possible, take a trip to a French restaurant in order to try some typical French cuisine as mentioned in the anthology or embark on a family holiday!</p>
<p><b>Half Terms 3 and 4</b></p> <p>The Handmaid's Tale</p>	<p>Learning about the dystopian genre</p> <p>Developing knowledge of Margaret Atwood, her world and work</p> <p>Learning about the zeitgeist of seventies America and the Christian right wing</p> <p>Learning about the fantasy genre and the fantasy elements of the novel</p> <p>Learning about Atwood's use of sex and power in the novel</p> <p>Developing knowledge of literary tropes in the novel</p> <p>Learning about character and how Atwood influences readers' opinions</p> <p>Developing an understanding of literary criticism and some key essays on the issue of women and dystopia</p> <p>Learning about character relationships</p> <p>Developing knowledge about the role of the narrator</p> <p>Learning about satire and Atwood's use of humour</p> <p>Developing knowledge of gender theories and how we can comment on issues in the novel</p>	<p>Talk to your child about their learning and support them with their home learning tasks. Discuss feminism and what it means to you in order to engage your child in some healthy debate on the topic. Perhaps read one of the dystopian texts from the KS5 reading list and discuss this with your child, comparing perspectives. You could visit the Museum of Liverpool Life and pay special attention to the installation called Taking Liberties – this would lead nicely into a discussion of civil liberties and how they are hard fought for and easily lost just like in the novel that is being studied. Take a visit to The Pankhurst Centre in Manchester. By accompanying them on this trip you would allow for an important discussion on the rights of women which would impact their wider knowledge of the novel. Perhaps consider misconceptions about feminism in the media and how these issues are relevant in our society.</p>

<p><b>Half Terms 3 and 4</b></p> <p>A Streetcar Named Desire</p>	<p>Developing knowledge of A Streetcar Named Desire</p> <p>Developing knowledge of Tennessee Williams, his life and works; learning about American culture</p> <p>Developing knowledge of realist and expressionist theatre</p> <p>Developing knowledge of key characters and how they are constructed</p> <p>Developing understanding of themes</p> <p>Learning about gender and sexuality in post-war America</p> <p>Learning about conflict in literature and how it is created</p> <p>Developing knowledge of how to analyse modern drama</p> <p>Learning about Williams' stagecraft</p> <p>Learning how to manage time effectively in examinations</p>	<p>Talk to your child about their learning and support them with their home learning tasks. Watch a range of documentaries about American life and the specific cultural influences of Louisiana on the story of A Streetcar Named Desire. By exposing young people to these elements you are enabling a wider understanding of the text. Sit down together and watch the 1951 film adaptation of A Streetcar Named Desire; in this way you will become more familiar with the characters and themes of the play and will be able to discuss these ideas with your child. Look out for a touring production in a local theatre. Check out a modern performance of the play such as the National Theatre's production; this will allow for discussion and comparison of performances.</p>
<p><b>Half Term 5</b></p> <p>The Poetry of Carol Ann Duffy</p>	<p>Developing knowledge of Carol Ann Duffy's life</p> <p>Developing knowledge of Duffy's social, historical and cultural context</p> <p>Learning about Duffy's work and influences</p> <p>Developing knowledge of poetic techniques and their impact</p> <p>Learning how to make thematic links across poetry</p> <p>Learning about poetic expression and aspects of storytelling through poetry</p> <p>Learning how to manage time effectively in examinations</p>	<p>Talk to your child about their learning and support them with their home learning tasks. Take time to read, appreciate and analyse poetry from outside of the anthology with your child; discuss themes and ideas. In order to understand Duffy's journey as a LGBTQ+ poet, visit gay pride exhibit "Pride and Prejudice" at the World Museum in Liverpool. Talking about poetry with your child is a great way to heighten their engagement with it.</p>

<p><b>Half Terms 5 and 6</b></p> <p>NEA – Making Connections</p>	<p>Developing knowledge of a wider range of literary texts</p> <p>Developing knowledge of a wider range of non-literary texts</p> <p>Learning how to produce a sustained and significant piece of academic writing</p> <p>Developing knowledge of key linguistic issues</p> <p>Learning how to apply a wider range of theory to both literary and non-literary texts</p> <p>Developing independent study and learning skills</p> <p>Learning how to self-manage studies</p>	<p>Talk to your child about their learning and support them with their home learning tasks. Encourage them to read widely outside of school and participate in discussion of the texts with the student. Where possible you could read some of the texts from the reading from the reading list yourself to facilitate this. Consider making links with reading you have done and how themes in those novels could prompt ideas for your son/ daughter to work on.</p>
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