

Bellerive FCJ Catholic College



Department: English

Year Group: 13

| Term | Learning Focus | Key Knowledge and Skills | Assessment | Challenge and Enrichment |
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| 1 | Blake <i>Songs of Innocence</i> NEA The Great Gatsby Unseen Prose and Poetry | <ul style="list-style-type: none"> - AO1. Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression - AO2. Analyse ways in which meanings are shaped in literary texts - AO3. Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received - AO4. Explore connections across literary texts - AO5. Explore literary texts informed by different interpretations. | English Literature Component 2: Drama Section A and B Continuation of NEA 2,500 – 3,500 word coursework assignment comparing a pre-2000 text (The Great Gatsby) with a post-2000 text (from a selected list) | Blake <i>Zigzag Study Guide</i> <i>Secondary study guide</i> Biography <i>Blake</i> , Peter Ackroyd Documentaries <i>The Romantics BBC: Liberty, Eternity, Nature</i> Critical essays Independent research tasks using Jstor <i>'Irony In Blake's 'Holy Thursday'', Robert F. Gleckner</i> <i>'Blake's Religion of Imagination', Robert F. Gleckner</i> <i>'The Revolutionary Vision of William Blake', TTJ Altizer</i> <i>'Blake's Songs of Innocence and Experience', Simpson</i> Theory <i>Literature Beginning Theory: An introduction to Literary and Cultural Theory</i> The Great Gatsby <i>The Great Gatsby Study Guide</i> Critical Articles / Chapter Essays Lionel Trilling, "F. Scott Fitzgerald" Toni Morrison, "The Moral Obligation of the Artist" Sarah Churchwell – Careless People: Murder, Mayhem and the Invention of The Great Gatsby Matthew Bruccoli – "A Brief Life of Fitzgerald" Roger Lewis, "The Great Gatsby and the Pursuit of Happiness" |

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| | | | | <p>Raymond Chandler, "The Simple Art of Murder" Academic Journals (JSTOR/Google Scholar) Claire Stocks, "Narrative Instability in The Great Gatsby" James L.W. West III, "Gatsby, Failure and the American Dream" Deborah Clarke, "Domesticity and Gender in Gatsby" Web Resources Library of Congress – Gatsby 1920s context archive The Paris Review – Fitzgerald letters and interviews The American Experience documentary: The Jazz Age</p> <p>Unseen Prose and Poetry Context booklet https://padlet.com/SolSchEnglish/eduqas-a-level-unseen-prose-d1hkemgcnrzv37n</p> <p>Examination Practice Past papers Exemplars https://www.eduqas.co.uk/qualifications/english-literature-as-a-level/#tab_pastpapers</p> |
| 2 | <p>Blake <i>Songs of Experience</i></p> <p>Seamus Heaney's 'Field Work' and Owen Sheers' 'Skirrid Hill'</p> <p>Unseen Prose and Poetry</p> | <ul style="list-style-type: none"> - AO1. Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression - AO2. Analyse ways in which meanings are shaped in literary texts - AO3. Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received | <p>Literature Component 1: Section A and B</p> | <p>Blake (see term 1)</p> <p>Seamus Heaney's 'Field Work'</p> <p>Works: Seamus Heaney, "The Government of the Tongue" (1988) "Feeling into Words" (Heaney, 1974) Helen Vendler – <i>Seamus Heaney</i> (Harvard University Press) Stephen Regan, "Heaney and the Literature of Northern Ireland"</p> <p>JSTOR: Elmer Kennedy-Andrews, <i>Representations of the Troubles in Heaney</i> Catherine Malloy, "Elegy and Intimacy in Heaney's Field Work" John Wilson Foster, "Pastoral and Politics in Heaney"</p> |

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| | | <ul style="list-style-type: none"> - AO4. Explore connections across literary texts - AO5. Explore literary texts informed by different interpretations. - | | <p>Web Resources:</p> <ul style="list-style-type: none"> • BBC Arts – Heaney interviews and documentaries • The Poetry Foundation – detailed entries on individual poems • Royal Irish Academy – Heaney lectures + Heaney Centre archive • Massolit • English Review <p>Owen Sheers' 'Skirrid Hill'</p> <p>Faber & Faber interviews with Owen Sheers</p> <p>The Guardian: “Owen Sheers on Poetry and Place”</p> <p>BBC Writersroom – Owen Sheers Masterclass</p> <p>Fiona Sampson, Beyond the Lyric: A Map of Contemporary British Poetry</p> <p>Owen Sheers official website – background commentary on poems and projects.</p> <p>Poetry Society – analyses and interviews (useful for “Valentines”, “Winter Swans”, “Inheritance”).</p> <p>ZigZag Booklet – Study Guide to Skirrid Hill</p> <p>Hodder Guide to Skirrid Hill</p> <p>Unseen Prose and Poetry</p> <p>Context booklet</p> <p>https://padlet.com/SolSchEnglish/eduqas-a-level-unseen-prose-d1hkemgcnrzv37n</p> <p>Examination Practice</p> <p>Past papers</p> <p>Exemplars</p> <p>https://www.eduqas.co.uk/qualifications/english-literature-as-a-level/#tab_pastpapers</p> |
| 3 | Revision and Preparation for examinations | <ul style="list-style-type: none"> - AO1. Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression - | Component 1: Poetry Section A NEA preparation | Past papers Exemplars https://www.eduqas.co.uk/qualifications/english-literature-as-a-level/#tab_pastpapers |

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| | <p>Unseen Prose and Poetry</p> <ul style="list-style-type: none">- AO2. Analyse ways in which meanings are shaped in literary texts-- AO3. Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received-- AO4. Explore connections across literary texts-- AO5. Explore literary texts informed by different interpretations. | | |
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