

ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW
A Level English Literature (from 2015)

Component: ____ **Component 2: Prose - Childhood** _____

Overall Objectives	<p>AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO2 - Analyse ways in which meanings are shaped in literary texts</p> <p>AO3 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>AO4 - Explore connections across literary texts</p>
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PLTS/6R's	<p>Independent enquirers</p> <p>Reflective Learners</p> <p>Team Workers</p> <p>Creative Thinkers</p> <p>Effective participators</p> <p>Self Managers</p>
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SUGGESTED TASKS	ASSESSMENTS
<ul style="list-style-type: none"> • Independent reading of texts • Independent notes taking of key events and character points • In class close analysis of text • Independent application of classwork to parts of text not covered • Paired/group discussion • Individual/paired/group presentations on aspect of texts • Use of padlet to encourage development of written responses 	<p>Practice essays – One per half term initially</p> <p>Initially essays based on single text (minus AO4)</p> <p>Once both texts taught, comparative essays including focus on AO4</p>

Resources	<p>Texts: Atonement</p> <p>What Maisie Knew</p> <p>York Notes Atonement</p> <p>English and Media Website – Articles in Archive on Atonement and What Maisie Knew</p> <p>English and Media Website – podcasts on aspects of narrative</p> <p>Edexcel Website – SAMs materials and past papers</p> <p>Online study guides</p>
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KNOWLEDGE	SKILLS
<p>For each text, knowledge of:</p> <ul style="list-style-type: none"> • Key events in plot • Sequence of events in plot • (Chronological order and as structured in the text) • Key characters • Characterisation • Relationships between characters • Contrasts and comparisons between characters • Narrative style • Voice and point of view • Impact of narrative style on meaning • Settings • Comparison and contrast between settings • Significance of setting to meaning • Context of author's background • Historical context of text • Social context of text • Literary context • Changing reaction of readers • Relevant critical theory <p>Have knowledge of key themes and relate to texts and 'Childhood'</p> <ul style="list-style-type: none"> • Innocence/experience • Isolation • Entrapment/imprisonment • freedom • Childhood • Education • Motherhood • Adult/child relationships • Family • Hope • Despair • Violence/trauma – mental and physical • Conflict and cruelty • Loss • Marriage • Love/Hate • Conventional/Unconventional • Perception and perspectives • Challenging perceptions 	<p>Be able to read for meaning</p> <p>Be able to take notes and build up notes after reflecting on text, using a reading log</p> <p>Be able to develop detailed knowledge and understanding of texts</p> <p>Be able to closely analyse text to understand the way the author creates meaning</p> <p>Be able to explain the effect of writers' use of language</p> <p>Be able to identify links and patterns within texts and between texts</p> <p>Be able to develop ideas on theme and meaning, supporting ideas with precise textual detail</p> <p>Be able to reflect on others point of view and adapt own view in light of alternative interpretations</p> <p>Be able to independently read round and research author and text</p> <p>Be able to use research into context to enhance understanding of texts</p> <p>Be able to write fluently and with accurate written expression</p> <p>Be able to use appropriate literary terminology</p> <p>Be able to develop arguments in essay form, supporting ideas with evidence</p>

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| <ul style="list-style-type: none">• Struggle and suffering• Hidden suffering• Obedience and defiance• Guilt• Forgiveness• Atonement• Power• Femininity/Masculinity• Revenge• Obsession• Life/Death• Imagination• Power of literature and power of the author• Control | |
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