

What are the aims and intentions of this curriculum?

In studying the English Literature B specification, (7716), students will focus solely on Aspects of Tragedy in the first year, studying four texts: one Shakespeare play, one further drama text, one poetry text and one prose text. Students are therefore exposed to readings which require them to explore the texts through the lens of the tragic genre, ultimately acknowledging that in all set texts, the tragic hero or heroine is flawed in some way, suffers and causes suffering to others, sometimes blurring the boundaries between villains and victims. They will also need to consider: the elements of tragedy, the type of the tragic text, the settings, the journey towards death, their flaws, the role of the tragic villain or opponent, fate, the effect of the hero's action, the significance of violence and revenge, humour and moments of happiness, the structural pattern, the way that language is used to heighten the tragedy, how the tragedy affects the audience, acting as a commentary on the real world, moving the audience through pity and fear to an understanding of the human condition. The specification also invites students to explore:

- a range of theoretical ideas
- writing about texts in a number of different ways
- using key terminologies associated with the genre
- thinking about a wide range of relevant context
- connecting individual texts with others, as the whole idea of genre is a connective one
- multiple interpretations

Subsequently, students will be exposed to an enriching and rewarding experience that will develop confident learners able to embrace any challenges and thus be able to form informed criticisms that are coherently organised.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<ul style="list-style-type: none"> • Overview of the Specification • The Tragic Genre • Shakespearean Tragedy • Context of the text • Reading and Analysis of Othello • Romanticism and Keats • 'La Belle Dame Sans Merci' 	<p>Students will:</p> <ul style="list-style-type: none"> • Understand that the term, 'significance' in AS literature does not mean 'important' • Explain the tenets of an Aristotelian tragedy and discuss their significance • Distinguish between an Aristotelian and Shakespearean tragedy and make relevant links to the texts being studied • Discuss the significance of the social, cultural and historical context of the play • Read and analyse the presentation of characters in 'Othello' • Explore ideas about Romanticism and its link to Keats poems • Engage in debate and discussion about the poem being studied 	<p>As students are introduced to the tragic genre, they will develop a greater appreciation for literature and all that it entails. They will begin to examine the texts through the lens of tragedy, focusing on key aspects of the texts, as they identify and integrate elements of the genre, exploring varying levels of interpretations, while linking ideas to the varying contexts. As they are studying a wide range of texts, this will also allow them to expand and develop on their critical level and evaluative skills, as they begin to form judgements about the characters and the methods used by the author to highlight certain issues that arise, thus enabling them to become independent and 'out of the box' thinkers.</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Presentation of characters in 'Othello' <p>Writing:</p> <ul style="list-style-type: none"> • Research on the tragic genre/Romanticism, etc. <p>Speaking:</p> <ul style="list-style-type: none"> • Group work presenting ideas about victims/villains in Keats poem

		<ul style="list-style-type: none"> Identify relevant critical quotes and link to the poem and text being studied 	<p>Moreover, opportunities will arise for students to engage in meaningful and constructive debates, thus allowing them to form personal opinions using solid evidence from research to enhance ideas and arguments.</p>	
<p>Autumn 2</p>	<ul style="list-style-type: none"> Aspects of Tragedy in 'Othello' Marxism/Feminism Elements of Poetry Keats, 'Isabella or The Pot of Basil' The American Dream Miller's 'Death of a Salesman' Authorial Methods in the texts Critical Quotes 	<ul style="list-style-type: none"> Critically assess selected extracts in 'Othello' identifying, analysing and linking ideas to aspects of tragedy Discuss the significance of the conventions of poetry in the selected Keats poems Understand and explain the precepts of Marxism and Feminism how they arise in the texts being studied Explore the social, cultural and historical context of Miller's play and its connections to tragedy Comment on the writer's use of authorial methods in shaping meanings Apply suitable technical terms associated with the genre in writing Research and use ideas from critical quotes to enhance ideas and comment on author's intention in the texts being studied 	<p>Whilst exploring the tragic genre, students will become better at identifying the elements of tragedy and patterns that emerge across texts, thus developing a keen sense of awareness of what is required. An exploration into poetry and its conventions will enable students to consider not only the narrative perspective, but also the voice and subsequent gap that may exist, as they also form judgement on the significance and reliability of the narrator. They are then able to discuss and assess the criticality of authorial methods used throughout the texts and the multiple meanings that may arise, once more making appropriate associations with context. Furthermore, through research, they will be able to determine the suitability of critical theories investigate how best to incorporate such ideas in their analysis and debate to improve the content of their responses.</p>	<p>Reading:</p> <ul style="list-style-type: none"> Forming arguments about how the poet creates sympathy and fear for the personas <p>Writing:</p> <ul style="list-style-type: none"> Research on ideas about Feminism <p>Speaking:</p> <ul style="list-style-type: none"> Debate: 'Willy is not a tragic hero- he is too much of a 'common man'

<p>Spring 1</p>	<ul style="list-style-type: none"> Keats, 'The Eve of St. Agnes' Comparing selected Keats poetry The Roaring Twenties/ Capitalism Fitzgerald's, 'The Great Gatsby' Presentation of Characters in 'Othello' 	<ul style="list-style-type: none"> Discuss to what extent Keats present Madeline as a victim of society Explain how ideas about Romanticism and Feminism are explored in the poem and its link to tragedy Compare and contrast ideas linking to the tragic genre across Keats poems Examine the poet's use of language and structural techniques in highlighting ideas about tragedy, villainy, victimisation Understand the social and historical context in which Fitzgerald lived and its impact on his writing Understand how ideas of capitalism and greed/obsession contribute to the demise of Gatsby Demonstrate how ideas in the extracts in 'Othello' link with ideas explored in other parts of the text Incorporate critical quotes and theories to develop aspects of an argument 	<p>By this time, students would have been secure in their knowledge of the tragic genre, while still working to hone their oral and written skills. As such, they will be able to formulate competent arguments about specific characters and ideas, whilst incorporating authorial methods to develop and sustain said ideas. Their competence in moving outside of the boundaries of the texts will also be more realized through their incorporation of concepts about capitalism, and its connection to the downfall of the tragic hero/heroine. Furthermore, students will demonstrate efficacy in expression through their exploration of authorial methods to compare and contrast emerging issues in the texts. They will be better able to understand the world in which the author lived and the subsequent world that he/she creates for the characters, thereby giving them a greater appreciation for the narrative voice and creativity in which they can live vicariously.</p>	<p>Reading:</p> <ul style="list-style-type: none"> Debate question on Gatsby <p>Writing:</p> <ul style="list-style-type: none"> Research on The Roaring Twenties and Capitalism <p>Speaking:</p> <ul style="list-style-type: none"> Peer presentation on ideas about obsession and its tragic links in two of Keats poems.
<p>Spring 2</p>	<ul style="list-style-type: none"> Critical Quotes Keats' 'Lamia'- Part 1 'Lamia' Part 2 The Great Gatsby 'Death of a Salesman' Authorial Methods 	<ul style="list-style-type: none"> Use critical quotes to write informed introductions Identify and discuss how ideas about tragedy are presented in 'Lamia' Comment on the writer's use of authorial methods in deriving meaning, while incorporating appropriate terminologies Link ideas about Romanticism, Feminism, Capitalism, etc. to ideas in the text Construct meaningful arguments about the tragic hero, hamartia, hubris, villainy, etc. in relation to the texts being studied Critically assess the significance of the social, historical and cultural context in shaping the characters' beliefs, attitudes, actions, etc. 	<p>In delving in the texts and exploring the contrasting viewpoints, students will be much better able to introduce arguments from a conceptualise and critical perspective, with pertinent links to aspects of tragedy. As well as using the various contexts to inform their viewpoints, they will also be able to analyse methods used, not only at the sentence level, but also at the word level, zooming in and commenting on symbolism, recurring motifs, structural features and the over-all effect on the audience. As a result, arguments will be better structured showcasing an assured and perceptive awareness of the tragic genre and how it interlinks with the texts being studied and the wider societal issues at hand.</p>	<p>Reading:</p> <ul style="list-style-type: none"> Investigate the extent to which Lamia a tragic heroine or a villain? <p>Writing:</p> <ul style="list-style-type: none"> Research critics such as ideas from Coleridge, T.S. Elliot, etc. <p>Speaking:</p> <p>Debate: Society is responsible for the hero/ heroine's downfall, (Keats poems/DOAS and Gatsby)</p>

Summer 1

Revision of:

- The tragic genre/ aspects of tragedy
- Dramatic Conventions
- Othello
- Death of a Salesman
- Keats Selected Poetry, (The Eve of St. Agnes, Isabella or The Pot of Basil, The Eve of St. Agnes, Lamia)
- The Great Gatsby
- Contextual Links
- Critical Quotes
- Authorial methods

- Show how ideas in the text are linked to aspects of tragedy
- Mind-map key quotes relevant to each text
- Assemble relevant information or create cue cards for study
- Include elements of the genre and relevant authorial methods in analysis of ideas in selected texts
- Write informed criticisms on specific texts linking to tragedy
- Demonstrate understanding by using critical quotes as the basis to comment on author's intention
- Complete timed writing on extracts, single texts and comparative poems

At the end of the first year, students will be amalgamating knowledge and skills garnered in the previous terms leading up to their external examinations. They will be constructing knowledge organisers to define, highlight and catalogue relatable points of study, thus capitalising on their strengths. Frequent critiques and assessment, will enable them to explore a myriad of meanings, thus forcing them to question the validity of their own ideas, which will enable them to edit extend and expand thus giving greater depth to their responses. By consolidating and synthesizing all that they have garnered, they are better able to comprehend, organize and argue and express their ideas more accurately.

Reading and Writing

- Extract analysis in 'Othello'
- Comparative questions on Keats
- Debates on single texts (DOAS and Gatsby)

Speaking:

- Analysis and presentation arguments on all relevant texts