


Core Texts	Supporting Texts	Substantive Knowledge (Facts and information)	Disciplinary Knowledge (Skills needed for English)	T3 Vocabulary (Subject-specific)	T2 Vocabulary (multiple subjects)
Phase One Poetry Anthology- Romantic poets Prelude- Wordsworth London-Blake Keats- To Autumn Shelley- Ozymandias Byron- She Walks in Beauty	<p>Excerpts from Peter Ackroyd's documentary on Romanticism</p> <p>Language</p> <p>A Tale of Two Cities- Dickens (Description of the Guillotine and the opening chapter-anaphora.)</p> <p>Industrial Revolution (British Library)</p> <p>Romantic Outlaws- Wollstonecraft and Mary Shelley.</p>	<p>Context A03</p> <p>What is Romanticism? What influenced the movement? What effect did this have on the poets and their poetry?</p> <p>Industrial and French Revolution</p> <p>Themes of power, corruption, suffering, death, nature</p> <p>Byronic Hero</p> <p>Stretch: Critical essays and reviews of The Prelude.</p> <p>Definition of the Sublime</p> <p>Form and structure AO2</p> <p>Narrative style- sardonic humour versus a 1st person account.</p> <p>Epic-autobiographical writing</p> <p>Literary Devices</p> <p>Poetic devices</p> <p>Semantic fields- violent and graphic used in London and the documentary and its effects</p> <p>-natural imagery in both The Prelude and To Autumn.</p> <p>Sentence and word-level analysis- key quotations from the chosen poems and analysis of the supporting texts.</p> <p>Motifs and extended metaphor (La Guillotine in Tale of Two Cities)</p> <p>Water, wind and islands in The Prelude.</p> <p>Anaphora and juxtaposition (A</p>	<p>Literature</p> <p>A01- Application of contextual knowledge to enhance analysis of a text.</p> <p>- Using an appropriate register and style</p> <p>-Coherency in organisation</p> <p>-Thesis statements</p> <p>-Use of connectives to structure argument</p> <p>-evaluative verbs</p> <p>-Sustaining focus on the task</p> <p>-Retrieval and embedding of quotations and reference to a text</p> <p>-Manipulating and embedding quotations</p> <p>-comparative analysis</p> <p>Reading Techniques</p> <p>Skim, scan, retrieve</p> <p>Noticing</p> <p>Prioritising</p> <p>SSP: 4 sentence types: Declarative, interrogative, imperative, exclamatory</p> <p>Appositives</p> <p>Subordinating and coordinating conjunctions</p>	<p>Poem</p> <p>Poet</p> <p>Stanza</p> <p>tone</p> <p>quatrains</p> <p>Rhyme and</p> <p>rhythm</p> <p>Epic</p> <p>Sonnet</p> <p>Volta</p> <p>Octave</p> <p>Sestet</p> <p>iambic tetrameter</p> <p>Enjambment</p> <p>Synecdoche</p> <p>Semantic</p> <p>The Sublime</p> <p>Romanticism</p>	<p>Corruption</p> <p>Liberty</p> <p>Legacy</p> <p>Authority</p> <p>Revolution</p> <p>Indoctrination</p> <p>Oppression</p> <p>Exploitation</p> <p>Poverty</p> <p>hierarchy</p>

		Tale of Two Cities; London)			
Phase Two A Christmas Carol Pre-19th Century	British Library articles on The Poor Law and workhouses Diary account of life in a workhouse/London streets in poverty The Old Jago (fiction)-description of the slums and its people. Recall: To Autumn (link to description of food in ACC) London (comparison of 18th century London compared to Dickens' description. Prelude- childhood and countryside for Stave 2.	Plot, character roles, key turning points AO2- narrative structure (arc, non-linear, preface) Narrative style (omniscient narrator, sardonic humour (compare to Tale of Two Cities) Semantic fields Sentence and word-level analysis Archetypes Motifs Zoomorphism Cumulative lists Simile Pathetic-fallacy Biblical allusions Themes: Ignorance, greed, poverty, selfishness, redemption, social responsibility, children/childhood, loneliness/isolation, Christmas, charity Dickens' purpose/intention. Victorian England-industrial revolution	Literature A01- Application of contextual knowledge to enhance analysis of a text. - Using an appropriate register and style -Coherency in organisation -Thesis statements -Use of connectives to structure argument -evaluative verbs -Sustaining focus on the task -Retrieval and embedding of quotations and reference to a text -Manipulating and embedding quotations -comparative analysis Language Reading Techniques Skim, scan, retrieve Noticing Prioritising SSP: 4 sentence types: Declarative, interrogative, imperative, exclamatory Appositives Subordinating and coordinating conjunctions	Plot Character archetype Stave Narrator Omniscient Semantic Cumulative list Simile Preface motif zoomorphism	Corruption Exploitation Bourgeoisie Proletariat Hierarchy Ignorance Redemption Avarice Misanthropic philanthropic
Phase 3a Poetry Anthology:	British Library articles on WW1 and Brooke	AO2- Poetic devices Semantic fields	Literature A01- Application of	Poem Poet	Patriotic Propaganda

<p>WW1 Poetry The Soldier Dulce Mametz Wood</p>	<p>and Owen.</p> <p>Extract from Birdsong by Faulks and Regeneration by Pat Barker</p> <p>Non-fiction articles about patriotism.</p> <p>Jessie Pope's The Call</p>	<p>Sentence and word-level analysis Motifs and extended metaphor</p> <p>Significance of audience- looking back (Mametz Wood and AIC)</p>	<p>contextual knowledge to enhance analysis of a text.</p> <ul style="list-style-type: none"> - Using an appropriate register and style -Coherency in organisation -Thesis statements -Use of connectives to structure argument -evaluative verbs -Sustaining focus on the task -Retrieval and embedding of quotations and reference to a text -Manipulating and embedding quotations -comparative analysis 	<p>Stanza tone Dramatic monologue Rhyme and rhythm Epic Sonnet Volta Octave Sestet Iambic tetrameter Enjambment Caesura end-stopping Semantic Irony</p>	<p>Jingoism Realism Idealism</p>
<p><u>Phase 3b</u> <u>Post 1914 Drama</u> <u>An Inspector Calls</u></p>	<p>Language: Titanic article Report writing Article on poverty in 21st century</p> <p>Priestley's comment included in the programme</p>	<p>Dramatic irony- the importance of being set in 1912 Archetypes (feed back to ACC) Narrative arc Morality play Stage directions- detailed and precise-impact? Inspector as Priestley's mouthpiece/vehicle for intention Roles of each character and their sins (7 deadly sins) Themes- family, appearance vs reality, generation gap, gender, poverty.</p>	<p>Reading Techniques Skim, scan, retrieve Noticing Prioritising</p> <p>SSP: 4 sentence types: Declarative, interrogative, imperative, exclamatory</p> <p>Appositives Subordinating and coordinating conjunctions</p>	<p>Play Audience Act and scene Exposition-rising action-climax-resolution Stage directions Dialogue Dramatic irony</p>	<p>Performative philanthropy Capitalism Socialism Bourgeoisie Proletariat Morality</p>
<p><u>Phase 4</u> <u>Shakespeare:</u> <u>Macbeth</u></p>	<p>Enriching: British Library- articles on darkness Globe theatre</p>	<p>Plot, Macbeth's turning points/development. Key characters Biblical allusions</p>	<p><u>Literature</u> A01- Application of contextual knowledge to enhance analysis of a text.</p>	<p>Play Genre Audience Character roles</p>	<p>Ambition Conscience Mental health Hubris</p>

	<p>Recall: Ozy (power and hubris and nature) AIC/ACC- crime and punishment</p> <p>The Soldier- link to Macduff's patriotism and opposite descriptions of Scotland and England London- the pain and suffering that Macbeth causes.</p>	<p>Tragedy and Tragic Hero AO2- verse, prose, iambic pentameter, trochee, rhyming couplet</p> <p>Story arc</p> <p>Themes: power, corruption, guilt, good and evil, appearance and reality, betrayal, ambition, hubris, crime and punishment, nature, chaos</p>	<ul style="list-style-type: none"> - Using an appropriate register and style -Coherency in organisation -Thesis statements -Use of connectives to structure argument -evaluative verbs -Sustaining focus on the task -Retrieval and embedding of quotations and reference to a text -Manipulating and embedding quotations <p>Reading Techniques Skim, scan, retrieve Noticing Prioritising</p> <p>SSP: 4 sentence types: Declarative, interrogative, imperative, exclamatory</p> <p>Appositives Subordinating and coordinating conjunctions</p>	<p>Prop Stage directions iambic, trochaic pentameter Rhyming couplets Verse Prose thou/thee/thy/thine catharsis</p>	<p>Avarice Envy Facade</p>

Links:
Past paper questions: [Tracking the Literature Papers of Old](#)

Critical Essay  Poverty in AIC and ACC

[Poverty in ACC](#)

[Poetry Anthology: Your PRIORITY is to COMPARE based on the THEME given](#)


[Macbeth Writing Scaffold](#)

[Exam Booklet- Journeys Through Time](#)

[How does Dickens present the theme of Death](#)

[A Writer's Toolkit](#)

[poetry in pictures FINAL.pptx](#)

 Romanticism additional notes for y10

BIG QUESTIONS

PHASE ONE: Poetry Anthology: The Romantics

1. **What is Romanticism?:** *a literary movement involving LIBERTY, NATURE and ETERNITY/LEGACY*

2 main waves- 1st wave and 2nd wave

5 KEY POETS: Blake, Wordsworth, Keats, Shelley, Byron

2. **Why was LIBERTY important to the Romantic movement?**

1st Wave was influenced by 2 key historical events: American and French Revolutions. These defined freedom/liberty in new ways. Both involved the rejection of and abolition of the ruling classes and institutions in the hierarchy of society. Both re-thought the idea of Empire.

Watch-[The Romantics - Liberty \(BBC Documentary\)](#) and consider...

☐ ***How were society's structures before the revolutions and how did it affect the people?***

☐ *(social order- CHURCH, MONARCHY, GOVERNMENT)*

☐ ***Who began the seeds of the Romantic movement in response to this?***

☐ *(Rousseau, Diderot, Paine, Blake (to a point))*

☐ ***How did these people influence the two revolutions and what did they hope for?*** *(promise of future and freedom/liberty, legacy, social justice)*

☐ ***How did Wordsworth respond to the French Revolution and why?***

- With hope. He was young and confused with where to go next in life-at a crossroads. Had not enjoyed his education and felt unfulfilled. He hoped to find answers as to who he was in France.
- Met Annette and had a family out of wedlock
- Flees France due to the dangerous paranoia as it moved into "The Reign of Terror" with the Guillotine.
- Heartbroken, dejected and more lost than ever, Wordsworth retreated back to his roots-his metaphorical parents- NATURE TO FIND PERSONAL LIBERTY- sublime.
- With Coleridge WW changed the world with poetry.
- Wrote his EPIC-The Prelude- what can we learn from this? (see references to the Terror and then contrast to his childhood-"frosty season". ANALYSE.

ASSESSMENT POINT: Analysis of the anthology extract The Prelude.- A01,2,3

3. Why was Nature so important to Romanticism? How did Nature link to their ideas of Liberty?

- ☐ What did Rousseau think of Man's concept of civilisation? (the more civilised we try to make ourselves we become more corrupt as we move away from emotions)
- ☐ How did Blake feel about the American and French Revolutions? Why? (positive then negative; a way to end Empire)
- ☐ How was Blake influenced by the natural world as a child? (visions)
- ☐ What effect did the Industrial Revolution have on society and how did Blake respond? (clock-time, power of the employers; exploitation of the Poor through the deceit of work; child labour, "satanic mills")
- ☐ How does Blake's poem 'London' convey his thoughts and feelings about the Industrial Revolution and the failed attempt of the French Revolution? (Link to Songs of Innocence and Experience)

[The Romantics - Nature \(BBC documentary\) - YouTube](#)

ASSESSMENT POINT: Analysis of London"

Stretch: a comparison of London and The Prelude- People and Place.

4. Why was the idea of ETERNITY and LEGACY so important to the 2nd Wave Romantics? How did they build on the ideas of the 1st wave Romantics when it came to Nature and its link to their ideas of Liberty?

[The Romantics - Eternity \(BBC documentary\)](#)

- ☐ *Who was Keats? (see documentary)*
- ☐ *Who is Keats most like- Diderot or Rousseau? Why?*
- ☐ *How does Ode To Autumn convey Keats' thoughts and feelings about nature, liberty, and legacy? (harvest, seasons, superfluous adjectives)*

ASSESSMENT POINT: Analysis of To Autumn

- ☐ *Who was Percy Bysshe Shelley? How does he link to John Keats?*
- ☐ *Is Percy Shelley more like Diderot or Rousseau-why?*
- ☐ *How does his poem Ozymandias convey his views of LIBERTY, NATURE and ETERNITY?*

ASSESSMENT POINT: Analysis of Ozymandias

- ☐ *Who was Lord Byron? How was he similar/different to the other Romantics? (documentary and excerpts from his biography)*
- ☐ *What was the Byronic Hero?*
- ☐ *How does She Walks in Beauty fit the Romantic genre?*

ASSESSMENT POINT: Analysis of She Walks in Beauty

PHASE 2: Pre-1914: A Christmas Carol by Charles Dickens

BIG QUESTIONS:

1. How had the Industrial Revolution progressed since the 18th century (link back to Blake).
2. What impact did Victorian society have on Dickens' purpose for writing this novella, including its stylistic features?
3. How is Scrooge a figure of hope and redemption?
4. How is poverty and its impact on society presented in this novella?