Year 13 LangLit	HT1–HT2	HT3	HT4	HT5–HT6
Text or Theme	Exploring Conflict: *The Kite Runner, A Streetcar Named Desire,* Linguistic Study	Making Connections: Non-exam assessment	Telling Stories: Remembered Places, Imagined Worlds, Poetic Voices	Telling Stories: Remembered Places, Imagined Worlds, Poetic Voices Exploring Conflict: *The Kite Runner, A Streetcar Named Desire,* Linguistic Study
Developing Cultural Capital	Exploring Conflict: *The Kite Runner* places Hosseini's novel at the heart of students' creative writing and language analysis. Through exploring the theme of conflict, students revisit overarching course themes, including relationships, power, memories, identity, power, gender and parent-child relationships, as well as developing their knowledge of ethnicity, religion, cultural traditions, war and morality. *A Streetcar Named Desire* is a text which explores a number of pertinent themes within English Literature, as well as placing discourse at the forefront of students' analysis as they explore dramatic speech in a literary context. Considered an American modern classic, the text explores the importance of social class and changing social attitudes. It also examines closely the role of women in society, and the effects of trauma on mental state.	Making Connections requires students to make active connections between a literary text and some non-literary material. The connections must be based either on a chosen theme or on the idea that particular linguistic strategies and features may occur in the different types of material. The nature of this sequence is synoptic, as students draw on the skills that they have developed in their study of the Paris Anthology, *The Handmaid's Tale* and selected poems by Seamus Heaney. However, students are able to pursue their own literary and linguistic interests by choosing a literary text and non-literary material to explore.	Telling Stories explores the role that storytelling has in shaping representations of remembered places, imagined worlds, and times, places, people and events. In addition, students explore overarching course themes, including relationships, power, memories, identity, gender and parent-child relationships. While all three core texts focus on the notion of storytelling, the Paris Anthology offers an opportunity for students to explore connections between different texts and to consider the importance of contextual factors, such as mode and genre conventions, have in contributing towards differences and similarities. Meanwhile, *The Handmaid's Tale* and selected poems by Seamus Heaney offer an opportunity to explore the role of narrative / poetic voices in shaping our understanding as readers. In addition, this is particularly pertinent within *The Handmaid's Tale*, as students consider the significance of the narrative voice in relation to the fantasy world of Gilead.	Telling Stories explores the role that storytelling has in shaping representations of remembered places, imagined worlds, and times, places, people and events. In addition, students explore overarching course themes, including relationships, power, memories, identity, gender and parent-child relationships. Exploring Conflict: *The Kite Runner* places Hosseini's novel at the heart of students' creative writing and language analysis. *A Streetcar Named Desire* is a text which explores a number of pertinent themes within English Literature, as well as placing discourse at the forefront of students' analysis as they explore dramatic speech in a literary context. Considered an American modern classic, the text explores the importance of social class and changing social attitudes. It also examines closely the role of women in society, and the effects of trauma on mental state.
Substantive Knowledge & Key Vocabulary	Genre conventions • **Prose:** protagonist, antagonist, foil, deuteragonist, chapter, foreshadowing, juxtaposition. • **Drama:** stage direction, dialogue, prop, costume, lighting, music, dramatic irony. Themes • **Inequality:** prejudice, Hazara, Pashtun, persecution, assault. • **Love and Relationships:** familial love, domestic violence, unconditional love. • **Settings:** plantation, Southern Belle, cosmopolitan, public vs. private. • **Ambition:** American Dream, post-WW2, social class. Linguistics Alliteration, onomatopoeia, consonance, assonance, plosives, sibilance, stress, word classes (noun, verb, adjective, adverb, preposition, determiner,	Genre conventions • **Prose:** protagonist, antagonist, foil, deuteragonist, chapter, foreshadowing, juxtaposition. Themes • **TBC:** students select a theme to focus on in their comparison of a literary text and non-literary text of their choice. Linguistics • Alliteration, onomatopoeia, consonance, assonance, plosives, sibilance, stress, word classes (noun, verb, adjective, adverb, preposition, determiner, conjunction), figurative language (simile, metaphor, personification, pathetic fallacy), syntax (simple, compound, complex, minor, declarative, imperative,	Genre conventions • **Non-fiction:** format, audience, purpose, mode, rhetorical devices. • **Prose:** protagonist, antagonist, foil, deuteragonist, chapter, foreshadowing, juxtaposition. • **Modern Prose:** unreliable narrator, analepsis, dystopian novel, homodiegetic narrator. • **Poetry:** stanza, tercet, quatrain, rhyme, meter, iambic pentameter, enjambment, caesura, end-stopping, sonnet, homodiegetic poetic voice, heterodiegetic poetic voice. Themes • **Nature and Settings:** transport, tourists, pedestrians, culture, Art, fashion, history, social upheaval, food and drink, attractions. • **Inequality:** feminism, patriarchy, dystopian, theocratic	Genre conventions • **Non-fiction:** format, audience, purpose, mode, rhetorical devices. • **Prose:** protagonist, antagonist, foil, deuteragonist, chapter, foreshadowing, juxtaposition. • **Modern Prose:** unreliable narrator, analepsis, dystopian novel, homodiegetic narrator. • **Poetry:** stanza, tercet, quatrain, rhyme, meter, iambic pentameter, enjambment, caesura, end-stopping, sonnet, homodiegetic poetic voice, heterodiegetic poetic voice. • **Drama:** stage direction, dialogue, prop, costume, lighting, music, dramatic irony. Themes • **Nature and Settings:** transport, tourists, pedestrians, culture, Art, fashion, history, social upheaval, food and drink, attractions. • **Inequality:** feminism, patriarchy, dystopian, theocratic

	Column 1	Column 2	Column 3	Column 4
	conjunction), figurative language (simile, metaphor, personification, pathetic fallacy), syntax (simple, compound, complex, minor, declarative, imperative, interrogative, exclamative), tense (past, present, future), aspect (simple, perfect, continuous), politeness strategies, Grice's maxims.	interrogative, exclamative), tense (past, present, future), aspect (simple, perfect, continuous), politeness strategies, Grice's maxims.	• **War & Conflict**: surveillance, rebellion, authoritarian, totalitarian • **Nature and Settings**: duality, violence, allegory, symbolism, The Troubles **Linguistics** Alliteration, onomatopoeia, consonance, assonance, plosives, sibilance, stress, word classes (noun, verb, adjective, adverb, preposition, determiner, conjunction), figurative language (simile, metaphor, personification, pathetic fallacy), syntax (simple, compound, complex, minor, declarative, imperative, interrogative, exclamative), tense (past, present, future), aspect (simple, perfect, continuous), politeness strategies, Grice's maxims.	• **War & Conflict**: surveillance, rebellion, authoritarian, totalitarian • **Nature and Settings**: duality, violence, allegory, symbolism, The Troubles • **Inequality**: prejudice, Hazara, Pashtun, persecution, assault. • **Love and Relationships**: familial love, domestic violence, unconditional love. • **Settings**: plantation, Southern Belle, cosmopolitan, public vs. private. • **Ambition**: American Dream, post-WW2, social class. **Linguistics** Alliteration, onomatopoeia, consonance, assonance, plosives, sibilance, stress, word classes (noun, verb, adjective, adverb, preposition, determiner, conjunction), figurative language (simile, metaphor, personification, pathetic fallacy), syntax (simple, compound, complex, minor, declarative, imperative, interrogative, exclamative), tense (past, present, future), aspect (simple, perfect, continuous), politeness strategies, Grice's maxims.
Disciplinary Knowledge & Assessments	*The Kite Runner* • Writing creatively and accurately • Analysing meaning and writer's craft • Making connections across texts *A Streetcar Named Desire* • Selecting a range of evidence • Responding to a theme • Applying linguistic and literary terminology • Analysing meaning and writer's craft • Exploring context, including genre conventions, production and reception	**NEA** • Applying a range of linguistic and literary terminology. • Analysing meaning and writer's craft • Exploring context, including mode, genre conventions and production and reception Making connections across texts	**Paper 1** • Applying a range of linguistic and literary terminology. • Analysing meaning and writer's craft • Exploring context, including mode, genre conventions and production and reception • Making connections across texts	**Paper 1 & Paper 2** • Applying a range of linguistic and literary terminology. • Analysing meaning and writer's craft • Exploring context, including mode, genre conventions and production and reception • Making connections across texts • Writing creatively and accurately
Cross Curricular Links	• **RE**: study of theocracies and how these are realised in society. • **Drama**: study of genre conventions of theatre.	• **History**: specific historical periods relating to the literary and non-literary texts chosen by students.	• **French**: study of Parisian history and culture. • **RE**: study of theocracies and how these are realised in society. • **History**: study of French and Irish history and identity.	• **French**: study of Parisian history and culture. • **RE**: study of theocracies and how these are realised in society. • **History**: study of French and Irish history and identity. • **Drama**: study of genre conventions of theatre.