

Year 12 LangLit	HT1-HT5	HT1-HT2	HT3-HT5	HT6
Text or Theme	Remembered Places: Paris Anthology	Poetic Voices: Heaney Anthology.	Imagined Worlds: <i>The Handmaid's Tale</i>	Making Connections: Non-exam assessment
Developing Cultural Capital	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. 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.	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. The Heaney Anthology offers an opportunity to explore the role of poetic voices in shaping our understanding as readers, alongside exploring a number of poetic conventions and making connections between poems.	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. <i>The Handmaid's Tale</i> offers an opportunity to explore the role of narrative voice in shaping our understanding as readers. In addition, this is particularly pertinent within <i>The Handmaid's Tale</i> , as students consider the significance of the narrative voice in relation to the fantasy world of Gilead.	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, <i>The Handmaid's Tale</i> 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.
Retainable Knowledge	<ul style="list-style-type: none"> • Representations of settings. • Representations of society. • Representations of interactions. • Representations of memories. • Representations of cultural and culinary experiences. • Representations of vehicles and transport. • Conventions of a variety of literary and non-literary texts. • Social and historical context that is relevant to texts. • Essay writing – selecting quotations, analysing the writer's choices, evaluating and comparing ideas. • Linguistic and literary vocabulary. 	<ul style="list-style-type: none"> • Representations of family. • Representations of settings. • Representations of memories. • Representations of violence. • Representations of relationships. • Representations of gender. • Representations of time / change. • Conventions of poetry and narrative voices. • 20th century social and historical context - Ireland. • Essay writing – selecting quotations, analysing the writer's choices, evaluating and comparing ideas. • Linguistic and literary vocabulary. 	<ul style="list-style-type: none"> • Representations of conflict. • Representations of settings. • Representations of power. • Representations of society. • Representations of relationships. • Representations of gender. • Representations of characters. • Conventions of a novel and homodiegetic narration. • 20th century social and historical context - USA. • Essay writing – selecting quotations, analysing the writer's choices, evaluating and comparing ideas. • Linguistic and literary vocabulary. 	<ul style="list-style-type: none"> • Representations of a theme of student's choice, including, but not limited to: social class, conflict, gender, race etc. • Conventions of a variety of literary and non-literary texts. • Social and historical context that is relevant to student's individual literary and non-literary texts. • Creative writing - crafting devices, structuring ideas, varying sentences / punctuation. • Essay writing – selecting quotations, analysing the writer's choices, evaluating and comparing ideas. • Linguistic and literary vocabulary. •
Cross Curricular Links	<ul style="list-style-type: none"> • French: study of Parisian history and culture. 	<ul style="list-style-type: none"> • History: study of Irish history and identity. 	<ul style="list-style-type: none"> • RE: study of theocracies and how these are realised in society. 	<ul style="list-style-type: none"> • History: specific historical periods relating to the literary and non-literary texts chosen by students.
Vocabulary	Linguistic and Literary terminology.			
Assessments	<ul style="list-style-type: none"> • Paris Anthology comparative essay focused on two texts. 	<ul style="list-style-type: none"> • Heaney analytical essay focused on two poems (one named) with the same theme. 	<ul style="list-style-type: none"> • <i>The Handmaid's Tale</i> analytical essay focused on a character / theme / relationship prompted by an extract from the novel. 	<ul style="list-style-type: none"> • Comparative essay focused on a literary and non-literary text with a shared theme or presentation of a linguistic feature.