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.
Retainable Knowledge	• Representations of conflict. • Representations of settings. • Representations of power. • Representations of society. • Representations of relationships. • Representations of gender. • Representations of time / change. • Conventions of a novel and homodiegetic narration and a modern drama text. • 20th and 21st century social and historical context - USA / Afghanistan. • 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..	• 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. •	• 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.	• Representations of conflict. • Representations of settings. • Representations of power. • Representations of society. • Representations of relationships. • Representations of gender. • Representations of time / change. • Conventions of a variety of non-literary texts, a novel with homodiegetic narration, poetry and a modern drama text. • 20th and 21st century social and historical context - USA / Afghanistan. • 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	• **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.
Vocabulary	Linguistic and Literary terminology.			
Assessments	• *The Kite Runner* recast + commentary, *A Streetcar Named Desire* essay.	• Heaney analytical essay focused on two poems (one named) with the same theme.	• on two texts. • *The Handmaid's Tale* analytical essay focused on a character / theme / relationship prompted by an extract from the novel. • Heaney analytical essay focused on two poems (one named) with the same theme. •	• Paris Anthology comparative essay focused on two texts. • *The Handmaid's Tale* analytical essay focused on a character / theme / relationship prompted by an extract from the novel. • Heaney analytical essay focused on two poems (one named) with the same theme. • *The Kite Runner* recast + commentary • *A Streetcar Named Desire* essay.