



Subject: English	Year Group: 12	Unit: Tess of the d'Urbervilles
<p>Unit objectives: (NC Statements)</p> <p>The students will study the text <i>Tess of the d'Urbervilles</i> considering the lens of tragedy, and how this is relevant to the context of Hardy's writing.</p>		
<p>Context for study:</p> <p>By this stage of Year 12, after studying <i>King Lear</i>, students should be developing in confidence when applying aspects of tragedy to a text and being able to identify these. This unit is designed to develop student's prior knowledge of tragedy by exploring how Hardy manipulates the genre in comparison to classical ideas of tragedy. Students will focus on the low status of Tess as a character, her role as a woman in 19<sup>th</sup> Century England and the role of fate throughout the novel, and tragedy as a whole. The unit will not only equip students with the knowledge to understand the novel, but the historical context behind it and Hardy's decisions as author. Throughout the unit, students will also develop their academic writing skills and will work towards developing a clear understanding of the five assessment objectives and the type of questions that they will be given for Paper 1, Section C. For the purpose of this unit, students will focus on <i>Tess of the d'Urbervilles</i> independently, with the development of discussing two texts being revisited in Year 13.</p>		
<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary and key concepts in <b>bold</b>)</i></p> <ul style="list-style-type: none"> <li>• Develop the declarative knowledge, and apply, <b>core elements of the aspects of tragedy</b> and what features AQA identify within this e.g. <b>tragic victims, power,</b></li> <li>• Develop the declarative knowledge of the <b>plot</b> of <i>Tess of the d'Urbervilles</i> and the <b>main characters</b>. AQA emphasise and place great value on students <b>knowing the plot</b> of the text.</li> <li>• Develop the disciplinary knowledge of the <b>gender context</b>, focusing specifically on the roles of women, and how feminist critics might approach the text.</li> <li>• Develop the declarative knowledge of the <b>critical reception</b> of the novel in the 19<sup>th</sup> century.</li> <li>• Develop the declarative knowledge of the <b>various revisions</b> and <b>censorship</b> Hardy made to his original text and the <b>cultural context</b> behind these decisions.</li> <li>• Develop declarative knowledge of Tier 3 vocabulary - '<b>satire</b>' and '<b>verisimilitude</b>' mean and how these can be applied to the opening chapters.</li> <li>• Develop declarative knowledge of Tier 3 vocabulary <b>determinism</b> and <b>fatalism mean</b> and how these concepts can be linked to the novel.</li> <li>• Develop declarative knowledge of <b>melodrama</b> and how it applies to the character of Alec.</li> <li>• Develop declarative knowledge of the <b>legal and moral context</b> surrounding sexuality, rape and ideas of divorce.</li> <li>• Develop procedural knowledge of how to approach <b>Section C</b> of the exam which focuses on the wider aspects of tragedy. Know the assessment objectives and how essays are marked for this specification.</li> <li>• Develop disciplinary knowledge of <b>critical concepts</b> and theory behind ideas of gender, focusing on Feminist theory and concepts of masculinity and femininity.</li> <li>• Develop declarative knowledge how to apply the tragic terms to the <b>protagonist and antagonist</b> of the novel.</li> <li>• Develop declarative knowledge of the Victorian attitudes towards the concept of <b>impropriety</b> and '<b>fallen women</b>'.</li> <li>• Develop understanding of the role of <b>shame</b> in tragic texts.</li> <li>• Develop declarative knowledge of the importance of <b>tragic setting</b>, as outlined through the various places depicted in the novel e.g. Trantridge, Talbothay's Dairy.</li> <li>• Develop declarative knowledge of <b>villainy</b> within tragic texts, considering how far both <b>Alec</b> and <b>Angel</b> fit this depiction.</li> <li>• Develop declarative contextual knowledge of Hardy's views on the <b>industrialisation</b> and '<b>ache of modernism</b>' depicted throughout the novel.</li> <li>• Develop procedural knowledge of what <b>distinguishes</b> different responses and the mark achieved, from <b>Band 3 to Band 5</b>.</li> <li>• Develop disciplinary knowledge of the critical concept of <b>Marxism</b> can be applied to the characterisation of Angel.</li> <li>• Develop disciplinary knowledge of what <b>reversal of fortunes means</b> and how this can be applied to Tess's <b>fate</b>.</li> </ul>		

## The Warriner School Subject Curriculum Map

- Develop disciplinary **Hegelian and Schopenhauerian** concepts of tragedy and how these can be applied to the novel.
- Develop analysis of the **symbolic significance** of the tragic setting of **Stonehenge** and how this links to Tess's **fate**.
- Develop analysis of the **significance of violence** within the novel.
- Develop procedural knowledge of the expectations are for responding to a **Paper 1, Section C style question** and develop understanding of AOs in line with this.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

- Application of Greek tragic concepts.
- Generalised comments on gender roles in the 19<sup>th</sup> century.
- Confusion with Alec and Angel.
- Confusion with the various tragic settings.
- Misunderstanding key vocabulary e.g. disillusion.

Clear and targeted discussion.

Low stakes quizzes throughout the unit to consolidate understanding of new terminology.

Pre-teach vocabulary/ new concepts – Tier 3 vocabulary sheets.

Consolidation of prior learning.

Past/future links to previous learning.

High 5 reading tasks throughout.

IAC lessons to develop reflection on assessed tasks.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Summative assessment of understanding:

- Paper 1, Section C style question focusing on the concept of 'shame'.
- Paper 1, Section C style question focusing on tragic setting.
- Paper 1, Section C style question focusing on the nature of tragedies being 'shocking'.
- Paper 1, Section C style question focusing on the ending of novel leaving 'emptiness' and 'disillusion'.

Literacy and Oracy development opportunities:

*Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.*

Explicit teaching of Tier 2/3 vocabulary, throughout lessons.

Independent reading for KS5 students and expectation to further knowledge beyond lesson time with independent learning tasks.

Supporting extracts used to develop application of key concepts covered in this unit.

Regular knowledge and metacognitive checks through students reading out responses.

Writing modelling and paragraph structure provided for the writing tasks to assist students with their first extended piece of writing at KS5.

Scaffolded approach to assessment tasks following AQA's advice that students need to understand how to break down questions.

Use of the expanded success criteria to facilitate planning of final assessments.

Think-Pair-Share approach.

Use of booklets to ensure that students have access to key resources such as: the learning journey for the text, the aspects of tragedy mind map, knowledge organisers etc.

Use of the independence booklets to facilitate wider reading and understanding.