

## The Warriner School Subject Curriculum Map



Subject: English	Year Group: 12	Unit: Introducing the NEA
<p>Unit objectives: (NC Statements)</p> <p>As part of the course, students will engage with an independent study unit focusing on their non-examined assessment (NEA). This unit requires students to work independently on a text of their choosing whilst engaging with one of the critical theories from the Critical Anthology.</p>		
<p>Context for study:</p> <p>By this stage of Year 12, as we approach Year 13, students should have confidence in the requirements of the course and the assessment objectives which they have to fulfil in their responses. This unit is designed to develop student's prior knowledge of the AOs whilst developing student's confidence when approaching the independent element of the course. Students will have looked at some of these critical concepts throughout their studies across Paper 1 and Paper 2 but will focus in detail as a reminder of these various lenses. The aim of this unit is to introduce students to a variety of different texts, both poetry and prose, in order for them to have been exposed to a variety of different texts in preparation for selecting their own. Students will be given a number of resources to aid their understanding of the requirements of the NEA pieces and will be encouraged to read widely in order to support this.</p>		

Sequence of learning: *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 **bold**)*

- Develop declarative knowledge of the **AQA course overview** and the **requirements** of the NEA pieces, including **word counts**, **text selection** and **banned texts**.
- Develop disciplinary knowledge of the **Critical Anthology** and the application of these theories to their chosen texts.
- Develop procedural knowledge of the **expectations** surrounding the need for student to know their texts exceptionally well.
- Develop procedural knowledge of the NEA options e.g. undertaking the **recreative task** and what this entails.
- Develop declarative knowledge of the **Literary Value and Canon theory** focuses on and consider potential **issues** with this critical theory.
- Develop procedural knowledge of how to apply ideas of **value** to two different poems.
- Develop declarative knowledge of what **feminist theory** focuses on and apply these **stereotypes** to an extract of both prose and poetry.
- Develop declarative knowledge of what **Marxist theory** entails and how **Marxist's** look at texts focusing on the **struggles between social classes**.
- Develop procedural knowledge of how to apply **Maxist theory** to extracts from prose and poetry.
- Develop declarative knowledge of what **post-colonial theory** focuses on and how they look at texts focusing on the **representation of other cultures and races in literature**.
- Develop declarative knowledge of **Ecocritical theory** is and what the **key principles** are of this theory.
- Develop procedural knowledge of how **ecocritical concepts** can be applied to both poetry and prose extracts.
- Develop declarative knowledge of **narrative theory** is and the associated terms linked to this critical concepts.
- Know what is meant by **narrative gaps** and how this applies to the **recreative** aspect of the task.
- Develop procedural knowledge of the **requirements** of the NEA piece are and how to **reference the texts**, create a **bibliography** etc.

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <ul style="list-style-type: none"> <li>• Misunderstanding of the critical concepts; potential sweeping generalisations about critical theories.</li> <li>• Misunderstanding of the requirements of the NEA piece.</li> <li>• Misunderstanding key vocabulary and concepts linked to the critical theories.</li> </ul> <p>Clear and targeted discussion.  Low stakes quizzes throughout the unit to consolidate understanding of new terminology.  Pre-teach vocabulary/ new concepts.  Consolidation of prior learning.  Past/future links to previous learning.  Models of good practice – NEA folders for students to utilise.</p>	<p>Literacy and Oracy development opportunities:  <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Explicit teaching of Tier 2/3 vocabulary, throughout lessons and throughout independent study tasks.  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.  Writing modelling and paragraph structure provided for the writing tasks to assist students with their first extended piece of writing at KS5.  Clear scaffolds given in terms of the requirements of the course.  Use of booklets to ensure that students have access to key resources for this element of the course (the Critical Anthology)</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Students' final outcome from this unit will be an independently completed oEA piece that fulfils the success criteria and AQA's requirements for this element of the course.</p>	