

Meden School Curriculum Planning							
Subject	English Literature	Year Group	12	Sequence No.	1	Topic	Love through the Ages = Atonement

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	<p>What specific ambitious knowledge do teachers need teach students in this sequence of learning?</p> <p>Separation/ Pain/ Romantic/ Love and Sex/ love and loss; social conventions and taboos; love through the ages according to history and time; love through the ages according to individual lives (young love, maturing love); jealousy and guilt; truth and deception; proximity and distance; marriage; approval and disapproval.</p>	<p>What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and ‘do something about them!’</p>
<p>Structure - foreshadowing</p> <p>Narrative positioning – An Inspector Calls references</p> <p>Social class and its impact on individuals;</p> <p>Links back to An Inspector Calls and social class in Year 11.</p> <p>Links back to Macbeth and relationships in Year 11.</p>	<ul style="list-style-type: none"> ○ Introductory lesson – basic timeline/ events/ metafiction ○ ○ <u>Week 1 –</u> <ol style="list-style-type: none"> 1. Young love/ desire/ yearning – The fountain scene ○ https://bookbabblefavorites.home.blog/2019/09/21/atonement-entering-different-minds/ ○ ○ 2. Briony’s tendency towards a vision of romantic love/ fairytale ○ ○ ○ <u>Week 2 -</u> 1. Social Class as a barrier to love (Cecilia ruminates on this/ Robbie’s background) ○ file:///C:/Users/hgibney/Downloads/1378-Article%20Text-2218-1-10-20200620%20(1).pdf ○ ○ 2. Divorce and marriage – viewpoints and perspectives (Emily and Jack Tallis/ Lola’s mother) ○ ○ <u>Week 3 -</u> 1. Maternal love – Emily Tallis’s experiences/ relationships with her children/ contrast with her sister Hermione ○ Robbie’s mother – how she reacts when he is arrested 	<p>Appreciating different perspectives as humans.</p> <p>Have we changed or evolved over time?</p> <ul style="list-style-type: none"> - Societal structures then and today - Power in society - What inequalities still exist? <p>What lessons can we take from the text?</p> <ul style="list-style-type: none"> - How to treat people - Trusting relationships – links to PD curriculum. - Marriage today – PD curriculum - Sexuality and relationships – PD curriculum

	<ul style="list-style-type: none"> ○ 2. The letter – sexual excitement/ desire ○ <u>Week 4</u> - 1. The act of sex/love in the library and the confusion of Briony as she witnesses the sexual act ○ 2. The declaration of true love between Robbie/ Cecilia - maturing love ○ <u>Week 5</u> - 1. The rape of Lola – taboo/ breaking of social conventions ○ Link to Briony’s jealousy and guilt from week 1 as she witnessed the fountain scene ○ 2. Separation and pain – the arrest of Robbie – leading to Separation from Cecilia (link back to maternal love from Week 3) ○ <u>Week 6</u> - 1. Continue to focus on theme of separation and loss – Robbie at war/ separated from Cecilia/ the talisman letter ○ 2. Proximity and distance – how the war affects the love (look contextually at impact of war on relationships both Familial and romantic) ○ <u>Week 7</u> – 1. Estrangement – both Cecilia and Briony detach themselves from their family for different reasons ○ 2. Briony’s infatuation with Robbie/young love/ obsession - leading to the jealousy and accusations ○ <u>Week 8</u> - 1. Part 3 – Briony's guilt – how she uses nursing as a method of atonement/ self-punishment ○ Treatment of the French soldier – atoning for her sins against Robbie and Cecilia ○ 2. Marriage of Paul and Lola – how social class is conformed to. Lack of love in marriage (contrast with Robbie and Cecilia who ‘cannot’ marry) ○ <u>Week 9</u> – 1. Relationship between the 2 sisters – pain/ guilt/ anger – Meeting in London ○ 2. Anger – Robbie's attitude towards Briony/ eventual forgiveness 	<ul style="list-style-type: none"> - Consent – links to PD curriculum - Loss and separation – links to PD curriculum - Family relationships and their impact – links to PD curriculum. <p>Do we still experience the same emotional journeys?</p> <p>What do we learn from literature texts from the past?</p> <ul style="list-style-type: none"> - Human condition - Emotions and how they drive behaviour and choices
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	<ul style="list-style-type: none"> ○ ○ Week 10 - 1. Nostalgia/ memory/ reminiscence – Briony ruminating on her life 2. Truth and deception– Briony's admission that her story is just that. Her lies lose her her family. (metafiction) ○ https://core.ac.uk/download/pdf/46603816.pdf ○ Week 11 - Look at individuals' experiences of love and explore their own feelings/ characters development throughout the novel 	
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Week	Key questions	Practice tasks
1. Social and cultural attitudes – draw on Elizabethan era and that of Priestley/ Dickens. Relate to the interwar period. 1936 – geographical and	<ol style="list-style-type: none"> 1. How does McEwan present use the fountain scene to introduce the love between Robbie and Cecilia? 2. How does McEwan convey Briony's childish visions of love? 3. How does McEwan show the same scene through multiple narratives/ triptych? (Final focus on Robbie) 	<ol style="list-style-type: none"> 1. Shared class analysis of the extract about Uncle Clem's vase – discuss the symbolism/ foreshadowing relating to the love between Robbie and Cecilia. 1. Examine pages 27-31 – paired analysis. How is the 'new' love presented by McEwan? 2. Close analysis of Briony's version of the fountain scene (p39). Select language which indicates Briony's romantic/ childish notions. 3. Fountain scene - Compare the reality (Cecilia/Robbie p27) with Briony's version (romantic p39) and Robbie's (sexual p79). How does the perspective change depending on the narrator?

historical setting		
2 . Male/female perspective Multiple narratives Foreshadowing	<ol style="list-style-type: none"> 1. How is the bond between Cecilia and Briony shown in Chapter 4? 2. How is social class presented as a barrier to love? 3. How are marriage and divorce viewed in the novel and how does the time period influence this? 	<ol style="list-style-type: none"> 1. Analysis of p43-44 – interaction between the sisters. Foreshadowing of ‘come back’ and how this love transfers to Robbie. 2. Begin to look at the way in which Robbie is viewed by Cecilia –why does she not want him to attend the dinner? Go back to the fountain scene – how had she been thinking of him before? P86 – Robbie's doubts about a relationship with Cecilia despite his education 3. P50 – Cecilia imagines being married to Paul Marshall https://www.parliament.uk/business/publications/research/olympic-britain/housing-and-home-life/split-pairs/ p57-59 - the scandal surrounding Hermione and her divorce p153-154 – interaction between Emily and Jack Tallis on the phone Lola and Paul’s wedding
3. Class System; patriarchy;	<ol style="list-style-type: none"> 1. How is maternal love explored in Chapter 6? 2. What is Emily Tallis’s relationship with her children and how does class/ time period influence this? 	<ol style="list-style-type: none"> 1. Debate question: By today’s standards, Emily Tallis does not show a genuine love for her children. In contrast, Robbie’s mother does.

<p>social structure; hierarchy; social stratification</p>	<ol style="list-style-type: none"> 3. How does this contrast with Robbie Turner's Mother? 4. How does McEwan create a significant shift in the novel through Robbie's letter? 	<p>3.Examine p186 – Grace Turner's reaction.</p> <p>4. Chapter 8 – select evidence to show Robbie's growing lust for Cecilia. p85-86 - drafting of the letter p90 – danger/ exhilaration of love</p>
<p>4. Maternal; foil; narrative shift; epistolary form</p>	<ol style="list-style-type: none"> 1. How does McEwan use multiple narratives to present the library scene? 1. How is it presented as an act of love rather than sex? 2. How does the rape of Lola break social taboos? 	<ol style="list-style-type: none"> 1. Compare and contrast the three versions of the library scene. Explore how the sexual act is viewed through the eyes of a naïve child. P123 – Briony witnesses the scene p133-138 Robbie and Cecilia in the library. Focus on the profession of love between the two. 2. Explore age/ confusion of love and attention. P58-62 – Meeting of Lola and Marshall p127 – scratch on Marshall's face p141 – evidence of the attack on Lola in the nursery Paedophilia - attitudes towards this during the interwar years
<p>5. Multiple narratives; social taboo</p>	<ol style="list-style-type: none"> 1. How can love create pain? 2. How does McEwan conclude Part 1 of the novel? Is it a satisfactory conclusion? 	<p>1 and 2. Debate/ class discussion around the conclusion of part 1 – what types of love have been explored? How can this be viewed as painful? How do these link to the poems studied so far?</p> <p>Debate leads on to the mid unit assessment point:</p>

		<p>'Pain is part of love.' In the light of this view compare how the authors of two texts you have studied present the pains of love. You must write about at least two poems in your answer as well as the prose text you have studied.</p>
<p>6. Positioning of aspects – e.g. the end of Part 1</p>	<p>Part 2 – War</p> <ol style="list-style-type: none"> 1. How does McEwan present the concepts of separation and loss? 2. How are the themes of proximity and distance explored in this section of the novel? 	<ol style="list-style-type: none"> 1. Students examine the extracts based on Robbie's experiences both in prison and at war. The talisman (letter) (p202-203) (p209) 2. Explore the ways in which McEwan presents a deepening love between Robbie and Cecilia despite their separation. (p205-206 first meeting after release from prison) Loss of time together prior to the war (p210) Surviving only for her 3. Research the ways in which war impacted on relationships/ marriage. Impact of separation.
<p>7. Interwar period; time and place (Dunkirk) Impact of war on marriage recall (link to views on marriage)</p>	<ol style="list-style-type: none"> 1. How does McEwan present the breakdown of familial love and was this inevitable? 2. How does the young Briony's infatuation provide motive for her behaviour? 	<ol style="list-style-type: none"> 1. Estrangement p205 and p208-209, p211 Debate topic: The breakdown of the Tallis family's relationships was inevitable. 2. Infatuation p229-233 (Robbie teaching Briony how to swim) – How does this childish expression of love contrast to Lola and Paul's incident in the library?

through time from KS3/4)		
8. Motive; physical separation – impact of war on love;	Part 3 1. How does Briony use nursing as a way to atone for her sins against Robbie and Cecilia’s love? 2. Is the reader shocked at the marriage of Paul and Lola? How does their relationship contrast with that of Robbie and Cecilia?	1. Analyse all of the ways that Briony uses nursing as a method to punish herself (link to love being painful). How does Briony try to make amends? 2. Compare and contrast the ways in which the ‘love’ between Paula and Lola is presented with that of Robbie and Cecilia when Briony visits them at their flat. Explore social class and the impact this has had.
9. Atonement ; repentance ; war’s effects on social class	1. How is the relationship between Briony and Cecilia presented and how has this changed/ developed? 2. How has the writer (Briony/McEwan) manipulated the reader?	1. Students look back at Part 1 to examine the maternal role that Cecilia takes on with Briony. Contrast this with Part 3 after the estrangement. How does Cecilia show that she has chosen Robbie over her sister? 2. Explore metafiction in detail. Look at the ways in which Briony has presented <i>her</i> where she is ultimately forgiven.
10	Part 4 1. How can it be argued that Briony’s reminiscences are filled with pain and loss? 2. How do we perceive Briony as a character at the ending of the novel?	1. Continue to examine how metafiction impacts the experiences of Briony/ the reader. Can we trust her? Is she an unreliable narrator? 2. Debate: Ultimately, it is Briony’s love for herself and her writing that results in the loss of her family.

<p>11. Metafiction; unreliable narrator; endings</p>	<p>What experience of love has each character been presented as undergoing?</p>	<p>Final activity where students explore the key characters (Robbie, Cecilia, Briony, Paul and Lola, Jack and Emily) What types of love have the characters experienced throughout the novel? How does this link to poetry you have studied? Final assessment task: 'In literature, women and men experience love very differently.' Compare how the authors of two texts you have studied present love in the light of this view. You must write about at least two poems in your answer as well as the prose text you have studied. (Nov 21 paper)</p>
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