Meden School Curriculum Planning						
Subject	English Literature	**Year Group**	13	**Sequence No.**	4	**Topic**	Elements of Crime

Retrieval	Core Knowledge	Student Thinking
What do teachers need **retrieve** from students before they start teaching **new content**?	What **specific ambitious knowledge** do teachers need teach students in this sequence of learning?	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!'
Week 1 The class system (draw on knowledge of An Inspector Calls) Pre/ post war attitudes to class How the first world war changed society Patriarchy Key quotations (Part 1) **Week 2** Elements of crime – retrieval quiz on key elements (given out last week) Key word retrieval – epigraph/ elitism Key quotations (Part 1)	**Week 1** Lesson 1 – Context – McEwan's biography/ setting/ epigraph – What is the importance of the epigraph? (Austen/ Northanger Abbey) Lesson 2 - Context – Social Class Lesson 3 – students collectively prepare essay question focusing on Robbie Turner **How does social class impact on the character of Robbie Turner? How is it a key aspect of the crime in the novel? Why is Robbie the immediate suspect?** **Week 2** Lesson 1 – Narrative structure in 'Atonement'* (AQA Authorial methods focus)	Gender inequality – links to gender pay gap, leadership roles in all sectors, impact of gender inequality on men and women (suicide rates in men, power imbalance) Patriarchy – assertion of power, origin of the social construct, how it plays a role in today's societal structures, examples of the patriarchy today: marriage norms and expectations, the impact of the patriarchy upon men and women. Misogyny – examples of misogyny in the media

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	Lesson 2 – Focus on Briony's characterisation (unreliable narrator) Lesson 3 – Briony's search for redemption (Nursing Part 3)	Injustice – morals and laws, links to the PD curriculum.
Week 3 Retrieval quiz on authorial methods – e.g. unreliable narrator/ effect of 3rd person narrator/episodic novel/ epistolary structure Key quotations from Part 1	**How far can we rely on Briony's narration of the novel? Do we, as a reader, trust her version of events?**	Morality – morality and the law, how laws have changed over time, examples (homosexuality, age of consent laws)
	Week 3 Lesson 1 – Debate lesson – preparation – focus on the fantasy aspect of Briony/ imagination/ link to unreliable narrator Lesson 2 – Debate lesson – preparation – focus on the crime – What is/ are Briony's specific crimes? Lesson 3 – Debate delivery/ essay planning – combine students' debate surrounding the key question with preparation for a class debate.	War/ conflict – links to modern conflicts and the impact of these
Week 4 Retrieval of key elements of crime Key words: guilt/ responsibility/ forgiveness/ penance Key quotations from Part 2	**"Briony Tallis is merely a child with a tendency towards fantasy. She cannot be blamed for the crime she committed."**	
	Week 4 Lesson 1 – Critics' views/ Extract focus – Emily Tallis – How can it be argued that Emily Tallis is responsible for her daughter's crime? Lesson 2 – Cecilia (focus on part 1) – The fountain scene/ motif of water/ Robbie and Ceilia relationship. Key extract focus on the fountain scene – How does this event foreshadow the tragedy? Lesson 3 – Cecilia (focus on part 3) – Focus on Cecilia – focus on	
Week 5 Retrieval of authorial methods	forgiveness. **Does Cecilia forgive Briony for her crime?** Extract focus on characters' roles/ reactions.	

Quotation retrieval (Part 2) Motif of water retrieval		
	Week 5 Lesson 1 – The villain – Paul Marshall – key extract focus (Part 1 nursery with Lola/ Part 4 Briony's view of Lola and Paul). **How does McEwan present Marshall as the villain? How/ why does he escape justice?** Lesson 2 – The rape of Lola/ Robbie Turner **How is Robbie Turner presented as the villain after the rape of Lola?** Lesson 3 – Section C Villain - **'Is the villain always easy to identify in the texts that you have studied?'** Begin to incorporate ROAM and 'The Murder of Roger Ackroyd' into writing.	
Week 6 Retrieval of key elements of crime Retrieval of key words: Villain, archetype, antagonist, victim (draws on myths and legends unit from Y7) Quotation retrieval (Part 3)	**Ian McEwan has stated that the real villains in his novel 'Atonement' are Lola and Paul Marshall.** **To what extent do you agree with this view? Remember to include in your answer detailed exploration of McEwan's authorial methods.** **Week 6** Lesson 1 – End section/ significance/ Briony's deterioration/ retribution Lesson 2 – Metafiction – authorial methods – How does McEwan use metafiction in the ending? Lesson 3 – Metafiction lesson 2 – Unreliable narrator – Briony Tallis or Ian McEwan? **Is it possible to atone for actions using words?** **We can never really know what has happened. How far do you agree?** **Is this Briony's most terrible crime?**	
Week 7		

Retrieval of authorial methods (Bildungsroman/ anachronic) Quotation Retrieval (Part 3/ nursing focus)		
	Week 7 Lesson 1 – Who is the REAL criminal? Focus on Lola, Paul, Briony, Emily – compare and contrast with key events and quotations. Fill lesson with oracy tasks Lesson 2 –Religious Imagery/ penance of nursing - Link to 'Rime of the Ancient Mariner' Lesson 3 – Planning : *SECTION C QUESTION* **In crime writing it is difficult to identify the true criminal.** **Explore the significance of the ways criminals are presented in two crime texts you have studied.**	
Week 8 Retrieval of key elements of crime Quotation Retrieval – Part 4 Penance/ retribution/ redemption	**Week 8** Lesson 1 – Motifs/ themes and symbols lesson – water/ heat/ writing/ Uncle Clem's vase (prepare Be the Teacher if time allows) Lesson 2 – significance of war in the novel (Part 2 – Dunkirk) **How can war be seen as the main 'criminal' in Atonement? What is stolen from the characters by the war?** Lesson 3 – Metafiction/ The ending – **How does the ending reveal Briony's ultimate crime? (Or is it McEwan's?)**	

Week	Key questions	Practice tasks
1	• How does social class impact on the character of Robbie Turner? How is it a key aspect of the crime in the novel? Why is Robbie the immediate suspect? • What is an epigraph? What is its significance in this novel?	• Incorporating contextual knowledge of class into **writing focus** on Robbie/ role in the novel as victim. • Analysis of epigraph/ paragraph answering 'Why did McEwan include this epigraph?' • Analysis of extract(s) focusing on Robbie – e.g. Part 1 – Fountain Scene/ dynamics of class/ Part 1 – dinner party/ Part 2 – Dunkirk/ soldier dynamics
2	• How far can we rely on Briony's narration of the novel? Do we, as a reader, trust her version of events? • 'Briony's crime has ultimately more impact on herself than on her perceived victims. This makes her search for forgiveness much more difficult.'	• In class writing based on extract from Part 1 – Briony's childhood narration • In class writing/ analysis of Part 3 – search for redemption through nursing • Analysis of religious imagery (incorporate into activity above)
3	• "Briony Tallis is merely a child with a tendency towards fantasy. She cannot be blamed for the crime she committed."	• In class – select evidence from Part 1 which suggests Briony's tendency towards fantasy – e.g. childhood bedroom/ rituals • Prepare for debate with focus on the crimes Briony commits throughout the novel (provide students with the most obvious)

4	• "Emily Tallis is a neglectful mother and she is to blame for the crime committed against Robbie Turner." • What is Cecilia's crime? • "True atonement for one's crimes can never be achieved." • Explore the significance of atoning for ones' crimes as they are presented in two crime texts you have studied.	• Analysis of Part 1 - Emily Tallis 'monologue' and the mother/daughter relationship. Does this suggest Briony's crimes are a result of her upbringing? • Analysis of Cecilia – development of relationship with Robbie – resulting in focus on forgiveness. • Preparation for the HW question (atonement can never be achieved) by examining the ways in which Briony tries to atone. (Parts 3/4)
5	• What is a villain? • 'Is the villain always easy to identify in the texts that you have studied? • Ian McEwan has stated that the real villains in his novel 'Atonement' are Lola and Paul Marshall. To what extent do you agree with this view?	• In class writing on 'How is Paul Marshall presented as a villain?' (select evidence to analyse from Part 1 – after the rape and Part 3 – Briony seeing them marry) • 'Is the villain always easy to identify in the texts that you have studied?' – in class preparation for HW essay. Students use a table to compare the villain in all 3 texts.
6	• Is it possible to atone for actions using words? • We can never really know what has happened. How far do you agree? • Is Briony's biggest crime that of lying to the reader?	• Analyse the ending with the realisation that Briony is the narrator (unreliable) • In class writing – Is Briony's crime that of lying to the reader? • In class discussion focusing on McEwan's manipulation of the reader – is HE the real criminal?
7	• SECTION C QUESTION: In crime writing it is difficult to identify the true criminal. Explore the significance of the ways criminals are presented in two crime texts you have studied.	• Who is the true criminal in each of the 3 texts? (In class discussion and writing based on Sheppard/ Poirot and Briony/ Paul Marshall and The Mariner and the supernatural) •

8	• How can war be seen as the main 'criminal' in Atonement? • What is stolen from the characters by the war?	• Analyse each of the characters who have had something taken away from the by the war – Cecilia and Robbie – love/ Briony – the chance to atone • Answer (in class) 'What is stolen…?' in prep for the main HW question.