

English Literature

Curriculum Intent: We teach English to enable students to become better communicators: better at reading, better at writing and better at speaking and listening. In English, we follow a spiral curriculum. This means that all core skills are revisited each year with an increased level of challenge as the years progress.

Year 12

Core knowledge:

Aspects of tragedy:

- Othello
- The Remains of the Day
- Death of a Salesman
- Keats Poetry

Procedural knowledge (how to...):

Read and study literature through the lens of genre (tragedy), encouraging the independent study of a range of texts within a shared context, giving logic and meaning to the way that texts are grouped together.

Explore how authors shape meanings within their texts and consider relevant contexts to do with the production of the text at the time of its writing, how the text has been received over time, and how the text can be interpreted by readers / audiences. Independently study, interpret and appreciate literature in multiple ways to arrive at independent interpretations and become confident autonomous readers.

Read critically, analyse, evaluate, and undertake independent research.

Write critically, analytically, discursively, and coherently.

Develop the knowledge and skills needed for external examinations (both closed book and open book).

Assessment:

January Week Assessment sit AS Level Paper 1 to track progress / performance and feedback formatively / advise on AS exam entry.

Ongoing 'lower stakes' exam practice opportunities in class and at home.

Potential AS candidates sit Paper 1 and 2 Mock in March to determine entry / identify areas for development.

AS candidates sit Paper 1 and Paper 2 AS exams in May.

All other learners complete an internal exam in during the June Exam Week: A Level Paper 1.

Homework:

Weekly teacher set task, by both teachers, via Satchel:One, linking to the week's learning: these typically include reading / research; exam practice opportunities; knowledge retention and retrieval opportunities; knowledge organisation opportunities.

Links to careers and personal development include:

Year 13

Core knowledge:

Aspects of tragedy:

- Othello
- Death of a Salesman
- Keats Poetry

Social and Political Protest writing:

- Unseen text
- A Doll's House
- Blake's Poetry
- The Kite Runner

Coursework: Theory and Independence

- Prose and Poetry NEA

Procedural knowledge (how to..):

Deepen the skill set already embedding at Y12 via the study of new genre.

Independently produce two formal academic responses to prose and poetry for a coursework portfolio informed by different theoretical and critical methods.

Assessment:

Submission of the Prose and Poetry NEA [coursework]
Prose and Poetry NEA [20% of final award] in September.

February Controlled Conditions Exam Week Paper 2 to track progress / performance and feedback formatively to advise on A Level exam skills.

March Assessment Week Paper 1 to track progress / performance and feedback formatively to advise on A Level exam skills.

Ongoing 'lower stakes' exam practice opportunities in class and at home.

A Level candidates sit Paper 1 and Paper 2 A Level exam in June.

Homework:

Weekly teacher set tasks by both teachers, via Satchel:One, linking to the week's learning: these typically include reading / research; exam practice opportunities; knowledge retention, retrieval, and extension opportunities; knowledge organisation opportunities.

Links to careers and personal development include:

With its focus on communication in a range of contexts, Advanced Level English Literature prepares learners for careers in all walks of life, ranging from Journalism and Broadcasting and Publishing to careers in Law, Medicine, Education and beyond. This curriculum is designed to foster integrity, co-operation, mutual respect, and tolerance; it instils confidence, resilience, and a love of knowledge; it promotes inclusivity of all protected characteristics, preparing learners for future success.

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Personal development: this curriculum is designed to address a range of personal development aims including mutual respect and tolerance; confidence, resilience, and knowledge; preparing learners for future success; social and cultural development.

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