



Year 12 English Literature Curriculum:						
Year 12 Curriculum aims: <ul style="list-style-type: none"> To develop a critical lense through which to study English literature; To consider alternative interpretations and readings of key works; To enable students to explore how writers create and present meaning in their work; To consider the relevance of specific time periods and how these impact on authors then, and readers now; 		<ul style="list-style-type: none"> To develop a love of reading across a wide variety of topics and genres; To be able to draw comparisons of meaning and ideas evident in different texts; To engage independently with texts across differing time periods; To consider choices made by writers and how these impact on reception. 				
National Curriculum Links: Specification: https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712/specification-at-a-glance Paper 1: AQA English Literature A Subject content – A-level Love through the ages Paper 2: AQA English Literature A Subject content – A-level Texts in shared contexts NEA: AQA English Literature A Subject content – A-level Independent critical study: texts across time						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Topic	Paper 1: Love Through the Ages Teacher 1: Love Through the Ages: Poetry Anthology Teacher 2: The Great Gatsby: <i>F Scott Fitzgerald</i>	Paper 1: Love Through the Ages Teacher 1: Love Through the Ages: Poetry Anthology Teacher 2: The Great Gatsby: <i>F Scott Fitzgerald</i>	Paper 1: Love Through the Ages Teacher 1: Othello Paper 2: Texts in Shared Contexts Teacher 2: One Flew Over the Cuckoo’s Nest: <i>Ken Kesey</i>	Paper 1: Love Through the Ages Teacher 1: Othello Paper 2: Texts in Shared Contexts Teacher 2: One Flew Over the Cuckoo’s Nest: <i>Ken Kesey</i> A Streetcar Named Desire: <i>Tennessee Williams</i>	Paper 1: Love Through the Ages Teacher 1: Unseen Poetry Paper 2: Texts in Shared Contexts Teacher 2: A Streetcar Named Desire: <i>Tennessee Williams</i>	Teacher 1: Non-exam assessment: Independent Critical Study: texts across time through the teaching of unseen prose / drama extracts (inc. Paper 2) Paper 2: Texts in Shared Contexts Teacher 2: A Streetcar Named Desire: <i>Tennessee Williams</i>

						Revision of comparison
Vocab/ Literacy	<p>Independent reading skills; Poetic / literary terminology for exploration of how writers create meaning through language and structure</p> <p>Glossary of useful terms: Faculty of English (cam.ac.uk)</p>	<p>Independent reading skills; Poetic / literary terminology for exploration of how writers create meaning through language and structure</p>	<p>Independent reading skills; Interpretation and exploration of Shakespearean English; Literary terminology to explore language and structure</p>	<p>Independent reading skills; Interpretation and exploration of Shakespearean English; Literary terminology to explore language and structure</p>	<p>Independent reading skills; Poetic / literary terminology for exploration of how writers create meaning through language and structure; Terminology for the study of a play</p>	<p>Poetic / literary terminology for exploration of how writers create meaning through language and structure; Terminology for the study of a play; Independent reading skills</p>
Knowledge, Skills and Understanding	<p>To be able to write in a sophisticated style, exploring how meaning is made through character and / or theme;</p> <p>To be able to discuss aspects of the novel within class;</p> <p>To refer to key parts of the text to support ideas;</p> <p>To link aspects of the text with poetry taught by teacher 2 to support / challenge ideas.</p>	<p>Along with skills developed in the previous half term: Continuation of comparative skills to link the texts; Planning and writing of sophisticated and well -structured essays in the exam; Continued use of literary terminology to explore how meaning is created in a text. Knowledge of the individual poems including the contextual relevance</p>	<p>To have a comprehensive understanding of the play and the novel, the contextual backgrounds, and the links prevalent to the theme of love and modern society in preparation for the examination papers.</p> <p>To develop knowledge of themes, language and characters found within each text.</p> <p>To appreciate and explore the writer's intent and links to</p>	<p>Along with the skills developed in the previous half term: teacher 1 will strengthen knowledge of the play in its entirety; teacher 2 will develop comparative skills as students start the second set text for this component: A Streetcar Named Desire.</p>	<p>To apply comparative skills from previous components to the exploration of two poems unseen from differing eras, linking to the theme of love. The comparative approach will also be honed with teacher 2 when considering links between the set texts and their positions in society. Students will demonstrate their</p>	<p>To develop independent reading skills; To utilise and hone skills developed in the teaching of the Anthology poetry and the set texts throughout the course, focusing on an area of student's own interest for reading; to extend independent skills of study and analysis; Develop the planning and writing of well-structured essays, following a line of argument,</p>

	<p>Analysis and exploration of key methods used by poets and writers to present ideas; Planning and writing of sophisticated and well-structured essays.</p> <p>Knowledge of the individual poems including the contextual relevance and the poet's backgrounds;</p>	<p>and the poet's backgrounds; A range of poetic devices; Knowledge of the links between the texts.</p>	<p>historical contexts of the specific texts. Strengthen utilisation of key methods and devices found within literary texts</p> <p>Develop skills for planning and writing well-structured essays, following a line of argument.</p>		<p>abilities to explore and analyse using a historicist approach in their evaluation of specific methods, attitudes and ideas.</p>	<p>including a comparative response.</p>
<p>What we will assess</p>	<p>Assessment for learning to explore characterisation, ideas and themes throughout; formative assessment as per SOWs; summative assessment includes three formal assessments throughout the year and two responses per half term for each teacher. AQA grading criteria and boundaries will be used to determine levels and also ways forward for each individual student. Students will complete an end of year examination of all learning from year 12.</p> <p>Assessment: AQA AS and A-level English Literature A Scheme of assessment</p>					

Personal Development	Continuing a love of literature and how it explores and presents the human condition; Creation of empathy; Empathy and understanding of protected characteristics and changing societal attitudes; Developing understanding of relationships; interest in historical factors relating to each of the texts; making comparisons to relationships of the past with those of the present; Careers involved in writing; historical appreciation; routes into law, psychology and counselling; performance and the arts; journalism Ideas about leadership; morals and life-choices.	Continuing a love of literature and how it explores and presents the human condition; Creation of empathy; Empathy and understanding of protected characteristics and changing societal attitudes; Developing understanding of relationships; interest in historical factors relating to each of the texts; making comparisons to relationships of the past with those of the present; Careers involved in writing; historical appreciation; routes into law, psychology and counselling routes; Ideas about mental health and the treatment of others; links to what makes a good leader.	Exploring society and its attitudes and how it has changed over the course of the last century; Creation of empathy; Empathy and understanding of protected characteristics and changing societal attitudes; Developing a personal love of literature and key themes, making links between texts of the past and texts of a modern era; Ideas about mental health and the treatment of others; links to what makes a good leader.

Year 13 English Literature Curriculum:	
Year 13 Curriculum aims (continued through from year 12):	
<ul style="list-style-type: none"> ● To develop a critical lense through which to study English literature; ● To consider alternative interpretations and readings of key works; ● To enable students to explore how writers create and present meaning in their work; ● To consider the relevance of specific time periods and how these impact on authors then, and readers now; 	<ul style="list-style-type: none"> ● To develop a love of reading across a wide variety of topics and genres; ● To be able to draw comparisons of meaning and ideas evident in different texts; ● To engage independently with texts across differing time periods; ● To consider choices made by writers and how these impact on reception.
National Curriculum Links:	
Specification: https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712/specification-at-a-glance	
Paper 1: AQA English Literature A Subject content – A-level Love through the ages	
Paper 2: AQA English Literature A Subject content – A-level Texts in shared contexts	

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Topic	<p>Teacher 1: Non-exam assessment: Independent Critical Study: texts across time</p> <p>Paper 2: Texts in Shared Contexts</p> <p>Teacher 2: Unseen Prose analysis</p>	<p>Paper 2: Texts in Shared Contexts</p> <p>Teacher 1: Feminine Gospels Carol Anne Duffy</p> <p>Teacher 1: Continuation of Unseen prose analysis</p>	<p>Paper 2: Texts in Shared Contexts</p> <p>Teacher 1: Completion of Feminine Gospels; revision of Othello; Unseen Poetry</p> <p>Paper 1: Love Through the Ages</p> <p>Teacher 2: Revision of The Great Gatsby + Love Through the Ages poetry anthology; revision of Cuckoo + Streetcar</p>	<p>Revision of all components:</p> <p>Teacher 1: Othello Feminine Gospels Unseen Poetry</p> <p>Teacher 2: Gatsby / poetry anthology Cuckoo / Streetcar Unseen prose</p>	<p>Study Leave / Exams</p>	<p>Study Leave / Exams</p>
Vocab/ Literacy	<p>Poetic / literary terminology for exploration of how writers create meaning through language and structure;</p> <p>Independent reading skills</p> <p>Faculty of English (cam.ac.uk)</p>	<p>Poetic / literary terminology for exploration of how writers create meaning through language and structure</p>	<p>Independent reading skills;</p> <p>Poetic / literary terminology for exploration of how writers create meaning through language and structure</p> <p>Interpretation and exploration of Shakespearean English</p>	<p>Independent reading skills;</p> <p>Interpretation and exploration of Shakespearean English;</p> <p>Literary terminology to explore language and structure</p>		
Knowledge, Skills and Understanding	<p>To continue focus on an area of student’s own interest for reading;</p> <p>To extend independent skills of study and analysis;</p> <p>Develop the planning and writing</p>	<p>Develop the planning and writing of well-structured essays, following a line of argument, including a comparative response.</p> <p>To develop knowledge of themes,</p>	<p>Continuation of all areas of knowledge, skills and understanding through final revision of each component.</p>	<p>Continuation of all areas of knowledge, skills and understanding through final revision of each component.</p>		

	<p>of well-structured essays, following a line of argument, including a comparative response.</p> <p>To develop knowledge of themes, language and characters found within each text.</p> <p>To appreciate and explore the writer's intent and links to historical contexts of the specific texts.</p> <p>Strengthen utilisation of key methods and devices found within literary texts</p>	<p>language and characters found within each text.</p> <p>To appreciate and explore the writer's intent and links to historical contexts of the specific texts.</p> <p>Knowledge of the individual poems including the contextual relevance;</p> <p>Strengthen utilisation of key methods and devices found within literary texts</p>				
<p>What we will assess</p>	<p>Assessment for learning to explore characterisation, ideas and themes throughout; formative assessment as per SOWs; summative assessment includes two formal assessments throughout the year and two responses per half term for each teacher. AQA grading criteria and boundaries will be used to determine levels and also ways forward for each individual student.</p> <p>Students will complete a final 'mock' assessment of both papers in preparation for their final examinations.</p> <p>Assessment: AQA AS and A-level English Literature A Scheme of assessment</p>					

Personal Development	Continuation of a love of literature and how it explores and presents the human condition; consideration of leadership; morals and life-choices; Develop understanding of relationships; interest in historical factors relating to each of the texts; make comparisons to relationships of the past with those of the present; Creation of empathy; Empathy and understanding of protected characteristics and changing societal attitudes; Careers involved in writing; historical appreciation; routes into law, psychology and counselling; performance and the arts; journalism		
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