WTBA Learning Journey: English Literature The overarching intent for A Level English Literature is to continue to promote a love of subject. The AQA English Literature course (specification A) is comprised of three elements: Love Through the Ages: Texts in Shared Contexts: and Independent Critical Study (Non-exam Assessment). The course as a whole utilises a historicist approach, and students will explore the relationships that exist between texts and the contexts within which they are written, received and understood, while being encouraged to debate and challenge the interpretations of other readers through their own personal responses. The course does require students to be independent and read widely around the topic areas of each text, developing their knowledge of cultural capital. Existing skills will be built on from GCSE and students will be introduced to new and challenging concepts, terminology and critical ways of thinking, while learning to apply these skills to new and exciting texts. The shared context of the text types gives students' reading a clear focus and encourages them to develop close and comparative reading skills that are an excellent basis for studying the subject and those that are closely linked to A Level English at university and beyond Key Stage 5. **Key Themes** Post-16 Links **Key Skills** This journey incorporates the historicist ethos of the Love Journalism specification, ensuring students understand and consider the Critical thinking importance and reception of texts over time. Relationships Media Analysis Identity Law Inference Culture Assessment Point 6: Education Academic writing Mock Exams of both Continued papers, covering all texts planning and Research studied through the writing of course assessment questions Honing writing Revision of all texts <u>\( \) \</u> skills to analyse Feminine Gospels How is love presented Assessment Point 4: How does Duffy present in a comparison of Unseen poetry comparison; feminist issues in response to Duffy's Feminine unseen poetry? Assessment Point 5: Feminine Gospels? Analysis and response Gospels to Feminine Gospels, Unseen Poetry, Texts in Shared Contexts: Purple/Streetcar and **Modern Times Autumn** unseen poetry. Assessment Point 3 Completion of Non-Exam Preparing and Assessing key areas from **Assessment** production of Year 12; Othello, the Non-Exam Howis society presented, comparing Gatsby/Poetry, Unseen Prose How are ideas about **Assessment** Streetcar and Purple? and Streetcar/Purple modern society through unseen presented in a range extracts and **Texts in Shared Contexts** of prose extracts? wider reading <del>\_</del> - Contextual Linking Development of Revision of how love is How are ideas of modern knowledge of the writer's presented in Othello; revision society presented in intent and methods to of society in The Color Purple. Walker's The Color Purple? How is society present ideas. presented in Williams' A Streetcar Named Love Through the Ages Texts in Shared Contexts Desire? Shakespeare - Contextual Linking How is love presented in Shakespeare's Summer Assessment Point 2 Othello? Tests understanding how love is presented in the play Othello and a comparison of how love is presented in The Great Gatsby and Anthology poetry. Spring Developing connections Honing academic essay between the novel and the writing skills and style. Assessment Point 1 Love Through the Ages -Tests understanding how love **Comparing Texts Autumn** is presented through a comparison of the text and poetry How is love presented in How is love presented in a the novel The Great range of poems written Gatsby by F Scott pre-1900? Fitzgerald?