

## KS5 Long Term Curriculum Plan: English Literature/Year 12 **2023-2024 COHORT**

**Curriculum Aim:** The A Level course aims to embed an enjoyment and engagement with Literature and relevant Literary theory. Students will have the opportunity to read widely and independently both set texts and, through the NEA, two texts that they have selected for themselves. The course aims to encourage students to be able to engage critically and creatively with a substantial body of texts and. Students will be supported in developing and effectively applying their knowledge of literary analysis and evaluation and exploring the contexts of the texts they are reading and others' interpretations of them.

In addition, the course aims to encourage students to develop their interest in and enjoyment of literature and literary studies as they undertake independent and sustained studies in their NEA to deepen their appreciation and understanding of English literature.

**Link to prior learning:** The A Level course encourages students to build on the critical, analytical and evaluative knowledge and skills they developed during their English Literature and Language GCSE.

**Rationale of sequencing:** The English Literature A Level is made up of 3 components. Paper 2: Texts in Shared Contexts, though heavier in reading content, is more accessible in terms of content being made up of 3 more contemporary texts. Students will be directed to complete some of the reading over the Summer holidays too so that they are prepared. Paper 2: Texts in Shared Contexts builds the reading, analytical and evaluative skills that will also be applied to Paper 1: Love Through the Ages in Year 13. The decision was made to complete the NEA in Year 12 so that the latter stage of Year 13 is able to be completely devoted to revision.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1 Teacher 1	<b>Paper 1: Love Through the Ages Induction</b>	<ul style="list-style-type: none"> <li>Students will be introduced to the significant periods and movements of English literature with a focus on the presentation of love, the theme of Paper 1</li> <li>Students will study their first prose text, <i>The Great Gatsby</i> and learn how to appreciate the significance of cultural and contextual influences on readers and writers, making comparison with the presentation of love in Pre 1900 poetry.</li> </ul>	Induction assessment: The presentation of a postmodern text about love.
Teacher 2	<b>Paper 1: Love Through the Ages Induction</b> <b>Pre 1900 Poetry</b>	<ul style="list-style-type: none"> <li>Students will be introduced to the significant periods and movements of English literature with a focus on the presentation of love, the theme of Paper 1</li> <li>Students will learn how to show knowledge and understanding of the ways in which writers shape meanings in texts and the ways in which individual texts are interpreted by different readers. Students will study the Pre 1900 Poetry Anthology to be able to make detailed comparisons between these poems and <i>The Great Gatsby</i></li> </ul>	Paper 1 exam style essays, comparing the presentation of love in <i>The Great Gatsby</i> and the Pre 1900 Poetry Anthology

Autumn 2 Teacher 1  Teacher 2	<b>The Great Gatsby</b> <b>Continued</b> <b>Unseen Poetry</b>  <b>Pre 1900 Poetry</b> <b>Unseen poetry</b>	<ul style="list-style-type: none"> <li>● Knowledge and skills as above</li> <li>● Students will learn how to show knowledge and understanding of the ways in which writers shape meanings in texts and the ways in which individual texts are interpreted by different readers.</li> <li>● Students will study a variety of poems which have not previously been named for study and use the skills that they have developed through the study of the Pre 1900 Poetry Anthology to be able to make detailed comparisons between these poems.</li> </ul> <ul style="list-style-type: none"> <li>● Knowledge and skills as above</li> <li>● Knowledge and skills as above</li> </ul>	Section C: Exam style essays:  <b>Assessment week w/b 8th Nov 2021</b>
Spring 1 Teacher 1  and Teacher 2	<b>Paper 2: The Handmaid's Tale</b>  <b>Paper 2: A Streetcar Named Desire</b>	<ul style="list-style-type: none"> <li>● Students will be introduced to exploring connections across texts , a skill that they must utilise in each of the 3 components.</li> <li>● Students will identify and consider how attitudes and values are expressed in texts and communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts.</li> <li>● Students will learn how to show knowledge and understanding of the ways in which writers shape meanings in texts, the ways in which individual texts are interpreted by different readers and how texts relate to one another and to literary traditions, movements and genres and the significance of cultural and contextual influences on readers and writers.</li> </ul>	Section A: Exam style single text essays on:  <i>A Streetcar Named Desire</i>  <i>A Handmaid's Tale</i>
Spring 2 Teacher 1  Teacher 2	<b>Paper 2: The Handmaid's Tale</b>  <b>Paper 2: A Streetcar Named Desire</b>	<ul style="list-style-type: none"> <li>● Students will study a poetry collection, first published in 2002, and learn how to appreciate the significance of cultural and contextual influences on readers and writers. Students will learn how to identify and apply a range of relevant literary theories that will develop their understanding of these texts.</li> <li>● Students will learn how to show knowledge and understanding of the ways in which writers shape meanings in texts and the ways in which individual texts are interpreted by different readers.</li> </ul>	Section C: Exam style essays:  <i>Comparing A Streetcar and A Handmaid's Tale</i>

<p>Summer 1 Teacher 1 and 2</p>	<p><b>Paper 2: Unseen</b></p> <p><b>NEA</b></p>	<ul style="list-style-type: none"> <li>• Students will study a variety of texts which have not previously been named for study (an “unseen text”). These may include texts in translation that have been influential and significant in the development of literature in English.</li> <li>• Through their Non Exam Assessment, students will choose two texts of their choice (one pre 1900) and create a comparison of the two making appropriate use of the conventions of writing in literary studies, including accurate referencing and use of quotations.</li> <li>• Students will explore how texts relate to one another and to literary traditions, movements and genres and the significance of cultural and contextual influences on readers and writers.</li> </ul>	<p>NEA Proposal:</p> <p>An abstract will be submitted that will enable the assessment of task title and text choice.</p>
<p>Summer 2 Teacher 1 and 2</p>	<p><b>Paper 2: Unseen</b></p> <p><b>NEA</b></p>	<p>Knowledge and Skills as above.</p>	<p>Y12 PPE: Full Paper 1 Examination w/b 20th June 2021</p> <p><b>Final draft of NEA to be submitted</b></p>

Further Information

Link to specification <https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712/subject-content-a-level/texts-in-shared-contexts>

DFE subject content [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/302110/A\\_level\\_English\\_literature\\_content.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/302110/A_level_English_literature_content.pdf)

Wider reading can be found at <https://www.englishandmedia.co.uk/emag-login> Username: chaceemcenglish Password: xyz123