

KS5 Long Term Curriculum Plan: English Literature/Year 12 2025-2026

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	Paper 1: Love Through the Ages Induction	<ul style="list-style-type: none"> 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 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. 	Induction assessment: The presentation of a postmodern text about love.
Teacher 2	The Great Gatsby	<ul style="list-style-type: none"> 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 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> 	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	The Great Gatsby Continued	<ul style="list-style-type: none"> Knowledge and skills as above 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 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. 	Section C: Exam style essays:
Teacher 2	Unseen Poetry	<ul style="list-style-type: none"> Knowledge and skills as above Knowledge and skills as above 	
	Pre 1900 Poetry		
	Unseen poetry		

Spring 1 Teacher 1 and Teacher 2	Paper 2: The Handmaid's Tale <hr/> Paper 2: A Streetcar Named Desire	<ul style="list-style-type: none"> Students will be introduced to exploring connections across texts , a skill that they must utilise in each of the 3 components. 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. 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. 	Section A: Exam style single text essays on: <i>A Streetcar Named Desire</i> <i>A Handmaid's Tale</i>
Spring 2 Teacher 1 <hr/> Teacher 2	Paper 2: The Handmaid's Tale <hr/> Paper 2: A Streetcar Named Desire	<ul style="list-style-type: none"> 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. 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. 	Section C: Exam style essays: <i>Comparing A Streetcar and A Handmaid's Tale</i>
Summer 1 Teacher 1 and 2	Paper 2 End of Year Examination Prep; A Streetcar Named Desire, The Handmaid's Tale, Carol Ann Duffy	<ul style="list-style-type: none"> 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. 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. 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. 	
Summer 2 Teacher 1 and 2	Paper 2 End of Year Examination Prep NEA	<p>Knowledge and Skills as above.</p> <ul style="list-style-type: none"> 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. 	Y12 PPE: Full Paper 2 Examination

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

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

KS5 Long Term Curriculum Plan: English Literature/Year 13 **2026-2027**

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 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 and Autumn 2 Teacher 1 <hr/> Teacher 2	Paper 1: Othello <hr/> Paper 2: Feminine Gospels	<ul style="list-style-type: none"> Students will have the opportunity to experience their first text published before 1900, and their play by Shakespeare in the study of Othello as well as their second poetry text Feminine Gospels 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 literary traditions, movements and genres and the significance of cultural and contextual influences on readers and writers. 	Section A exam style essay: <i>Othello</i> Single text exam style essay: <i>Feminine Gospels</i>

Spring 1 Teacher 1 and Teacher 2	Paper 1: Othello Paper 2: Feminine Gospels Post Mock Feedback	<ul style="list-style-type: none"> • Students will have the opportunity to experience their first text published before 1900, and their play by Shakespeare in the study of Othello as well as their second poetry text Feminine Gospels • 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 literary traditions, movements and genres and the significance of cultural and contextual influences on readers and writers. 	
Spring 2	Paper 2 revision	Students will revise exam skills for modern prose, drama and poetry studied.	
Summer 1	General revision covering all texts studied	Students will revise the texts and exam skills for component 1 and 2 of the course.	
Summer 2	NA		

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

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