



## **KS5 Curriculum: English**

### **Curriculum Vision**

#### **The literature curriculum and the canon**

We view English not only as a core tenet of a young person's academic experience, but also as a cornerstone of a child's cultural, moral, social and spiritual development.

Throughout Key Stages 3 to 5, we challenge students with an introduction to the great masterpieces of the English literary canon. However, it is equally as important to promote reading books of all different kinds, recognising the appeal of less canonical texts and of genre fiction to children and adults alike. We also recognise the value of teaching and promoting texts from other cultures.

We strive to maintain a reputation of English as a modern subject, happening now. One way we do this is through the ongoing updating of the modern A-level library in Room V21, with freshly published titles added throughout the year.

English does not happen in cultural isolation. As teachers we see ourselves as cultural ambassadors and cultural guardians. This means that, through varied teaching methods and activities, will also be exposed to new texts of significant cultural value and worth, including film, theatre, TV, music and art.

We refrain from supplying prescriptive reading lists – far better to promote independence and initiative by encouraging students to navigate their own way through canonical and non-canonical texts. It is also more meaningful to recommend one book in person to a student based on knowing that student well, rather than to give generic printed handouts of the '100 Best Books', many of which continue to perpetuate a homogenic picture of literature.

#### **Oracy and student voice**

We recognise that powerful and compelling presenting and speaking skills are exceptionally valuable in the modern world, and we find a direct correlation between the development of confident speaking and of the more metaphorical significance of students 'finding their voice'. To us these things are clearly linked. We are committed to building these skills within students and to providing opportunities for these skills to be practised. This is achieved through a great emphasis on group discussion and presentation in core curriculum lessons; this is

also further promoted through extra-curricular opportunities including debate club, the Mace Debate, ESU Debating Competition, the Cambridge Debate Competition, Bar Mock Trial, and the Mock Magistrates' Competition.

### A metacognitive basis for learning

We are united in exploring the value of using a simplified hierarchy of skills to underpin teaching and learning throughout all key stages. Based on Bloom's Taxonomy, the pyramid of identify - explain - analyse - evaluate - (synthesise) will become familiar to students from Year 8 onwards. This simple and easily memorable principle will filter through general pedagogical strategy and have the following effects:

- Raise awareness of metacognition and allow students to further understand the direction and purpose of their learning.
- Model the values of a growth mindset.
- Inform sophisticated writing as a checklist for analytical paragraph construction.
- Equip students with the tools to more usefully peer and self-assess.
- Inform an understanding of GCSE assessment principles, particularly the banded mark schemes in literature and language, and the progressive design of the AQA language papers.
- Promote creativity.

## COURSE: AQA ENGLISH LITERATURE A-LEVEL (7712)

### Curriculum Profile

#### Year 12

#### Paper 1 - Love through the ages

Autumn Term 1	Autumn Term 2
<p>AQA Love Through the Ages Anthology - Pre-1900 Cluster.</p> <ul style="list-style-type: none"> <li>• Range of love poetry from 1500 - 1900.</li> <li>• Poetic form.</li> <li>• Analysis of language and structure.</li> <li>• Literary movements: Romanticism, Cavalier Poetry and 19<sup>th</sup> Century Poetry.</li> </ul> <p>Response to unseen poetry is also taught and how to formulate thoughts into an essay.</p>	<p><i>The Great Gatsby</i> by F. Scott Fitzgerald.</p> <ul style="list-style-type: none"> <li>• 20<sup>th</sup> Century Context - including the Great Depression.</li> <li>• Early 20<sup>th</sup> Century depictions of love and relationships.</li> <li>• Comparing novel to poetry across time.</li> </ul>

Spring Term 1	Spring Term 2
<p><i>Othello</i> by Wiliam Shakespeare</p> <ul style="list-style-type: none"> <li>• Shakespeare’s time and context.</li> <li>• Context of performance history.</li> <li>• Post- Colonial readings of the text.</li> <li>• Analysis of form, structure, and language.</li> <li>• Genre.</li> </ul> <p><i>The Great Gatsby</i> (cont.)</p>	<p>NEA: Non-Examined Assessment</p> <ul style="list-style-type: none"> <li>• Extended essay (2,500 words).</li> <li>• Comparison of two texts (one must be pre-1900) across time.</li> <li>• Students’ free choice of texts.</li> <li>• Historicist approach.</li> <li>• First draft due in Autumn term Year 13.</li> </ul> <p><i>Othello</i> (cont.)</p>

Summer Term 1	Summer Term 2
<p>Unseen Poetry analysis:</p> <ul style="list-style-type: none"> <li>• Analysing form, structure and language of unseen poetry.</li> <li>• Historicist comparative method.</li> </ul>	<p>Unseen Poetry</p> <ul style="list-style-type: none"> <li>• NEA.</li> <li>• Year 12 examination preparation.</li> <li>• Revision and examination strategy.</li> </ul>

### Year 13

Paper 2b – Texts in shared context post 1945 to present day.

We answer Option 3 on the paper.

Exam paper is 2 hours 30 minutes.

Autumn Term 1	Autumn Term 2
<p><i>The Handmaid’s Tale</i> Margaret Atwood</p> <ul style="list-style-type: none"> <li>• 20<sup>th</sup> century historical context.</li> <li>• Totalitarian political regimes.</li> <li>• Feminism and the women’s’ liberation movement.</li> <li>• Dystopian literature.</li> <li>• Analysis of form, structure, and language.</li> </ul> <p><i>A Streetcar Named Desire</i> by Tennessee Williams</p>	<p><i>The Handmaid’s Tale</i> by Margaret Atwood</p> <ul style="list-style-type: none"> <li>• 20<sup>th</sup> century historical context.</li> <li>• Totalitarian political regimes.</li> <li>• Feminism and the women’s’ liberation movement.</li> <li>• Dystopian literature.</li> <li>• Analysis of form, structure, and language.</li> </ul>

<p>'Feminine Gospels' by Carol Ann Duffy Unseen Prose <i>A Streetcar Named Desire</i> is taught alongside 'Feminine Gospels'.</p> <p>This allows:</p> <ul style="list-style-type: none"> <li>• Comparative essay writing skills to develop.</li> <li>• Students to understand 20<sup>th</sup> Century context.</li> <li>• Understanding of other texts written at the time - 'typicality'.</li> <li>• Analysis of language, structure, and form.</li> </ul>	<p><i>A Streetcar Named Desire</i> by Tennessee Williams 'Feminine Gospels' by Carol Ann Duffy Unseen Prose <i>A Streetcar Named Desire</i> is taught alongside 'Feminine Gospels'.</p> <p>This allows:</p> <ul style="list-style-type: none"> <li>• Comparative essay writing skills to develop.</li> <li>• Students to understand 20<sup>th</sup> Century context.</li> <li>• Understanding of other texts written at the time - 'typicality'.</li> <li>• Analysis of language, structure, and form.</li> </ul>
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Spring Term 1	Spring Term 2
<p>Response to unseen prose is taught and the ability to formulate thoughts into an essay.</p> <p><i>The Handmaid's Tale</i> by Margaret Atwood</p> <ul style="list-style-type: none"> <li>• 20<sup>th</sup> century historical context.</li> <li>• Totalitarian political regimes.</li> <li>• Feminism and the women's liberation movement.</li> <li>• Dystopian literature.</li> <li>• Analysis of form, structure, and language.</li> </ul> <p><i>A Streetcar Named Desire</i> by Tennessee Williams 'Feminine Gospels' by Carol Ann Duffy Unseen Prose <i>A Streetcar Named Desire</i> is taught alongside 'Feminine Gospels'.</p> <p>This allows:</p> <ul style="list-style-type: none"> <li>• Comparative essay writing skills to develop.</li> <li>• Students to understand 20<sup>th</sup> Century context.</li> </ul>	<p>Response to unseen prose is taught and the ability to formulate thoughts into an essay.</p> <p><i>The Handmaid's Tale</i> by Margaret Atwood</p> <ul style="list-style-type: none"> <li>• 20<sup>th</sup> century historical context.</li> <li>• Totalitarian political regimes.</li> <li>• Feminism and the women's liberation movement.</li> <li>• Dystopian literature.</li> <li>• Analysis of form, structure, and language.</li> </ul> <p><i>A Streetcar Named Desire</i> by Tennessee Williams 'Feminine Gospels' by Carol Ann Duffy Unseen Prose <i>A Streetcar Named Desire</i> is taught alongside 'Feminine Gospels'.</p> <p>This allows:</p> <ul style="list-style-type: none"> <li>• Comparative essay writing skills to develop.</li> <li>• Students to understand 20<sup>th</sup> Century context.</li> </ul>

<ul style="list-style-type: none"> <li>• Understanding of other texts written at the time – ‘typicality’.</li> <li>• Analysis of language, structure, and form.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of other texts written at the time – ‘typicality’.</li> <li>• Analysis of language, structure, and form.</li> </ul>
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<b>Summer Term 1</b>	<b>Summer Term 2</b>
Revision and Examination technique	Public Examinations

*Please note that this timeline may be subject to change.*

### **Assessment and Feedback**

All students will:

- Have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).
- Receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students’ work.
- Be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

### **Resources to support learning beyond the classroom**

Please add a link to your specification

Links to relevant websites/online resources