

## Year 12 English Literature Curriculum:

## Year 12 Curriculum aims:

- 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;
- 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
	Paper 1: Love	Paper 1: Love	Paper 1: Love	Paper 1: Love	Paper 1: Love	Teacher 1: Non-
	Through the Ages	Through the Ages	Through the Ages	Through the Ages	Through the Ages	exam assessment:
	Teacher 1: Love	Teacher 1: Love	Teacher 1: Othello	Teacher 1: Othello	Teacher 1: Unseen	Independent Critical
	Through the Ages:	Through the Ages:	Paper 2: Texts in	Paper 2: Texts in	Poetry	Study: texts across
	Poetry Anthology	Poetry Anthology	Shared Contexts	Shared Contexts	Paper 2: Texts in	time through the
	Teacher 2: The	Teacher 2: The Great	Teacher 2: One Flew	Teacher 2: One Flew	Shared Contexts	teaching of unseen
<u></u>	Great Gatsby: <b>F</b>	Gatsby: <i>F Scott</i>	Over the Cuckoo's	Over the Cuckoo's	Teacher 2: A	prose / drama
o O	Scott Fitzgerald	Fitzgerald	Nest: Ken Kesey	Nest: Ken Kesey	Streetcar Named	extracts (inc. Paper
Ĕ				A Streetcar Named	Desire: <b>Tennessee</b>	2)
				Desire: Tennessee	Williams	Paper 2: Texts in
				Williams		Shared Contexts
						Teacher 2: A
						Streetcar Named
						Desire: <b>Tennessee</b>
						Williams

						Revision of
						comparison
						00 m p a 1150 m
	Independent	Independent reading	Independent reading	Independent reading	Independent	Poetic / literary
	reading skills;	skills;	skills;	skills;	reading skills;	terminology for
	Poetic / literary	Poetic / literary	Interpretation and	Interpretation and	Poetic / literary	exploration of how
>	terminology for	terminology for	exploration of	exploration of	terminology for	writers create
ас	exploration of how	exploration of how	Shakespearean	Shakespearean	exploration of how	meaning through
ocab/ Literacy	writers create	writers create	English;	English;	writers create	language and
Lit	meaning through	meaning through	Literary terminology		meaning through	structure;
<u>`</u>	1		, , , , , , , , , , , , , , , , , , , ,	Literary terminology		
е Д	language and	language and	to explore language	to explore language	language and	Terminology for the
	structure	structure	and structure	and structure	structure;	study of a play;
>	Glossary of useful				Terminology for the	Independent
	terms:				study of a play	reading skills
	Faculty of English					
	(cam.ac.uk)					
	To be able to write	Along with skills	To have a	Along with the skills	To apply	To develop
po	in a sophisticated	developed in the	comprehensive	developed in the	comparative skills	independent
nderstanding	style, exploring	previous half term:	understanding of the	previous half term:	from previous	reading skills;
D L	how meaning is	Continuation of	play and the novel,	teacher 1 will	components to the	To utilise and hone
t a	made through	comparative skills to	the contextual	strengthen	exploration of two	skills developed in
rs	character and / or	link the texts;	backgrounds, and the	knowledge of the play	poems unseen	the teaching of the
d e	theme;	Planning and writing	links prevalent to the	in its entirety; teacher	poems from	Anthology poetry
n D	To be able to	of sophisticated and	theme of love and	2 will develop	differing eras,	and the set texts
	discuss aspects of	well-structured	modern society in	comparative skills as	linking to the theme	throughout the
a n d	the novel within	essays in the exam;	preparation for the	students start the	of love. The	course, focusing on
Skills	class;	Continued use of	examination papers.	second set text for	comparative	an area of student's
ki	To refer to key	literary terminology	To develop	this component: A	approach will also	own interest for
	parts of the text to	to explore how	knowledge of themes,	Streetcar Named	be honed with	reading; to extend
8 e,	support ideas;	meaning is created	language and	Desire.	teacher 2 when	independent skills of
Knowledg	To link aspects of	in a text.	characters found		considering links	study and analysis;
<u> </u>	the text with poetry	Knowledge of the	within each text.		between the set	Develop the
0	taught by teacher 2	individual poems	To appreciate and		texts and their	planning and writing
X	to support /	including the	explore the writer's		positions in society.	of well-structured
	challenge ideas.	contextual relevance	intent and links to		Students will	essays, following a
					demonstrate their	line of argument,

	Analysis and	and the poet's	historical contexts of		abilities to explore	including a		
	exploration of key	backgrounds;	the specific texts.		and analyse using a	comparative		
	methods used by	A range of poetic	Strengthen utilisation		historicist approach	response.		
	poets and writers	devices;	of key methods and		in their evaluation of			
	to present ideas;	Knowledge of the	devices found within		specific methods,			
	Planning and	links between the	literary texts		attitudes and ideas.			
	writing of	texts.	Develop skills for					
	sophisticated and		planning and writing					
	well -structured		w ell-structure d					
	essays.		essays, following a					
	Knowledge of the		line of argument.					
	individual poems							
	including the							
	contextual							
	relevance and the							
	poet's							
	backgrounds;							
	-							
	Assessment for learr	ning to explore characte	risation, ideas and themes	throughout; formative	assessment as per SO W	s; summative		
s s	assessment includes three formal assessments throughout the year and two responses per half term for each teacher. AQA grading criteria							
s e	and boundaries will be used to determine levels and also ways forward for each individual student. Students will complete an end of year							
at as	examination of all learning from year 12.							
w h	Assessment: AQA   AS and A-level   English Literature A   Scheme of assessment							
> 3	Assessment. Add   As and Astever   English Enterature A   Scheme of assessment							

	Continuing a love of literature and how it
	explores and presents the human condition;
	Creation of empathy;
	Empathy and understanding of protected
e u	characteristics and changing societal
٤	attitudes;
<u>о</u>	Developing understanding of relationships;
e l	interest in historical factors relating to each
e v	of the texts; making comparisons to
<u> </u>	relationships of the past with those of the
e =	present;
0 8	Careers involved in writing; historical
o Z	appreciation; routes into law, psychology
<u> </u>	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;					
$\label{localization} \textbf{Ideas about mental health and the treatment}$					

of others; links to what makes a good leader.

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.

Exploring society and its attitudes and how

## Year 13 English Literature Curriculum:

Year 13 Curriculum aims (continued through from year 12):

- To develop a critical lense through which to study English literature;
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- To consider the relevance of specific time periods and how these impact on authors then, and readers now;
- To develop a love of reading across a wide variety of topics and genres;
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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
		Teacher 1: Non-	Paper 2: Texts in	Paper 2: Texts in	Revision of all	Study Leave /	Study Leave /
		exam assessment:	Shared Contexts	Shared Contexts	components:	Exams	Exams
		Independent Critical	Teacher 1: Feminine	Teacher 1: Completion	Teacher 1:		
		Study: texts across	Gospels Carol Anne	of Feminine Gospels;	Othello		
		time	Duffy	revision of Othello;	Feminine Gospels		
		Paper 2: Texts in	Teacher 1:	Unseen Poetry	Unseen Poetry		
Topic		Shared Contexts	Continuation of	Paper 1: Love Through	Teacher 2:		
0		Teacher 2: Unseen	Unseen prose analysis	the Ages	Gatsby / poetry		
		Prose analysis		Teacher 2: Revision of	anthology		
				The Great Gatsby +	Cuckoo / Streetcar		
				Love Through the Ages	Unseen prose		
				poetry anthology;			
				revision of Cuckoo +			
				Streetcar			
		Poetic / literary	Poetic / literary	Independent reading	Independent reading		
		terminology for	terminology for	skills;	skills;		
c 🗸		exploration of how	exploration of how	Poetic / literary	Interpretation and		
r a		writers create	writers create	terminology for	exploration of		
Litera		meaning through	meaning through	exploration of how	Shakespearean English;		
٦/		language and	language and	writers create meaning	Literary terminology to		
a b /		structure;	structure	through language and	explore language and		
0 0		Independent		structure	structure		
>		reading skills		Interpretation and			
		Faculty of English		exploration of			
		<u>(cam.ac.uk)</u>		Shakespearean English			
pr	<b>p</b> 00	To continue focus	Develop the planning	Continuation of all	Continuation of all		
Skills		on an area of	and writing of well-	areas of knowledge,	areas of knowledge,		
Sk		student's own	structured essays,	skills and	skills and		
e, sta		interest for reading;	following a line of	understanding through	understanding through		
dge, ersta		To extend	argument, including a	final revision of each	final revision of each		
wled		independent skills of	comparative	component.	component.		
> ⊃		study and analysis;	response.				
o u		Develop the	To develop				
a A		planning and writing	knowledge of themes,				

				T		
	of well-structured	language and				
	essays, following a	characters found				
	line of argument,	within each text.				
	including a	To appreciate and				
	comparative	explore the writer's				
	response.	intent and links to				
	To develop	historical contexts of				
	knowledge of	the specific texts.				
	the mes, language	Knowledge of the				
	and characters	individual poems				
	found within each	including the				
	text.	contextual relevance;				
	To appreciate and	Strengthen utilisation				
	explore the writer's	of key methods and				
	intent and links to	devices found within				
	historical contexts	literary texts				
	of the specific texts.					
	Strengthen					
	utilisation of key					
	methods and					
	devices found within					
	literary texts					
	Assessment for learning to explore characterisation, ideas and themes throughout; formative					
<b>=</b>	assessment as per SOWs; summative assessment includes two formal assessments throughout the					
<b>§</b>	year and two responses per half term for each teacher. AQA grading criteria and boundaries will be					
we will	used to determine levels and also ways forward for each individual student.					
ی ر د	Students will complete a final 'mock' assessment of both papers in preparation for their final					
თ თ ⊏	examinations.					
<b>=</b> }	Assessment: AQA   AS and A-level   English Literature A   Scheme of assessment					
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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