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| **The curriculum for this stage of students’ education has been designed to expose students to a range of literary texts types from varied time periods and writers, as a reflection of the expectations at A Level. Our aim is to build up a foundation of academic language and criticism for students to apply in their writing. Importantly this curriculum is aimed at nurturing a passion for the English Language that fosters a recognition of the English canon and its importance.** | | |
| **TERM 1:** Teacher A  Paper 1 ‘Othello’ + ‘The Great Gatsby’ and Pre-1900 poetry (Revision).  **STUDENTS MUST KNOW and REMEMBER:**  How Shakespeare uses the tragedy genre and its conventions to present aspects of love.  How Shakespeare uses setting, characterisation, structure, symbolism and dialogue to present characters, themes and events.  The influence of historical, social and literary contexts on Shakespeare’s play.  Tier 3 vocabulary as outlined in the KS5 vocabulary list.  Literary theories including Marxist, Feminist and Psychoanalytical and New Historicist.  How to apply literary interpretations to the play and use them to construct a debate.  How to develop sustained, academic response to the play through the evaluation of a critical view.  **HOW THIS WILL BE ASSESSED:**  English Literature Paper 1 Sections A and C. | **TERM 1:** Teacher B  Paper 2 Section A: ‘Feminine Gospels’ + ‘A Streetcar Named Desire’ and ‘The Help’ Revision.  **STUDENTS MUST KNOW AND REMEMBER:**  How Duffy uses poetic voice and form to present her characters and themes.  The influence of historical, social and literary contexts on Duffy’s poetry.  Tier 3 vocabulary as outlined in the KS5 vocabulary list.  Literary theories including Marxist, Feminist and Psychoanalytical and New Historicist.  How to apply literary interpretations to the poetry and use them to construct a debate.  How to develop sustained comparison between the poems using a critical view to frame an argument.  Revision of ‘The Help’ and ‘A Streetcar Named  **HOW THIS WILL BE ASSESSED:**  English Literature Paper 2 Section A and English Literature Paper 1 Section C. | **TERM 2:** Teacher A  Paper 1: Unseen Poetry  **STUDENTS MUST KNOW AND REMEMBER:**  Strategies for interpreting and comparing unseen poetry.  A range of sophisticated Tier 3 vocabulary.  How to identify a range of poetic forms.  How writers use language, poetic form, and structure to present attitudes to love.  Key Literary and Historical Contexts linked to poetry.  How to critically evaluate different interpretations of a poem  How to write accurately using an appropriate academic register.  How to write a sustained comparison to two poems.  **HOW THIS WILL BE ASSESSED:**  English Literature Paper 1: Section B |
| **TERM 2:**  Teacher B  Paper 2 Section B: Unseen Prose  **STUDENTS MUST KNOW AND REMEMBER:**  A range of issues explored in modern prose from 1945 onwards.  How writers use the prose form, including narrative voice, to present themes and issues associated with modernity.  How writers use language, narrative form and structure to present attitudes to modern issues  Key literary and historical contexts linked to modern prose.  How to critically evaluate different interpretations of modern prose  How to write accurately using an appropriate academic register.  How to write a sustained response to a modern prose extract.  **HOW THIS WILL BE ASSESSED:**  English Literature Paper 2 Section B. | **TERM 3:** Teacher A  Paper 1 Revision and Preparation.  **STUDENTS MUST KNOW:**  How to write sustained responses to the texts for study.  How to engage and evaluate confidently with the given critical view.  How to apply relevant critical interpretations.  The features of high-grade responses.  How to use a sophisticated, mature academic style.  **HOW THIS WILL BE ASSESSED:**  English Literature Paper 1. | **TERM 3:** Teacher B  Paper 2: Revision and Preparation  **STUDENTS MUST KNOW:**  How to write sustained responses to the texts for study.  How to engage and evaluate confidently with the given critical view.  How to apply relevant critical interpretations.  The features of high-grade responses.  How to use a sophisticated, mature academic style.  **HOW THIS WILL BE ASSESSED:**  English Literature Paper 2: |
| **Embedding this knowledge can be supported at home by reading a range of text types, including poetry, drama and prose. Exposing themselves to a range of writers across time, in particular those considered part of the English canon. This can be supported by theatre and cinema visits, museums and wider reading of academic material.** | | |