

# Curriculum Overview 2019-2020

Year group: 13

Subject (include exam board if examination subject): English Literature **AQA Specification A**

Periods per fortnight: 8

## INTENT:

The KS5 A-Level English Literature curriculum is designed to provide students with opportunities to engage with a range of poetry, prose and drama from across time periods to build on critical and reflective analytical skills developed at GCSE. Students will engage with literary debates and critics to formulate their own opinions and arguments which are fully rooted in the texts being studied. At the end of the two years, we want students to not only have gained an A-Level but to have developed a greater understanding of the literary world.

The texts at KS5 have been carefully selected from the options provided by AQA to challenge students whilst providing a wide range of themes to engage all: Othello provides scope to explore love, relationships, honour and conflict. The Non-Exam Assessment provides students with the opportunity to explore an area of personal interest through critical comparison of two literary texts.

The beauty of KS5 English Literature is the wide ranging skills it provides students with: resilience in the face of some challenging language; the ability to empathise with character's situations and events; evoke curiosity to discover more about the time periods in which a text was written; respecting the opinions of others whilst having the confidence to express their own.

## IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p><i>WWI and its Aftermath</i> <i>Regeneration</i></p> <p>Students will study the novel <i>Regeneration</i> with a focus on:</p> <ul style="list-style-type: none"> <li>- Characters</li> <li>- Plot</li> <li>- Themes</li> <li>- Context</li> <li>- Critical interpretations</li> </ul> <p>Students will develop their skills from Year 12 in:</p> <ul style="list-style-type: none"> <li>- Developing and maintaining a line of argument</li> <li>- Analysing how writers create meaning</li> <li>- Making links between ideas.</li> </ul> <p><i>NEA</i> Students will continue preparing and drafting their NEA.</p> <p>For this, students have to select two texts (one of which must be pre-1900) and write a 2500 word comparative essay on an identified topic/theme.</p> <p><u>Assessment:</u></p>	<p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>- Reading other WWI texts</li> <li>- Annotating and reading <i>Regeneration</i></li> <li>- Re-reading Y12 texts</li> <li>- Practice exam questions.</li> <li>- NEA drafting</li> </ul> <p><u>Other:</u></p> <ul style="list-style-type: none"> <li>- Fortnightly departmental revision sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to read a range of WWI texts.</li> <li>- Encourage students to attend after school revision sessions.</li> <li>- Discuss texts being studied.</li> <li>- Encourage students to revise Y12 content.</li> </ul>

	<p>Sept 2019 – Regeneration Essay</p> <p>Oct 2019 – NEA first draft</p> <p>Oct/Nov 2019 – Regeneration Essay</p> <p>Nov/Dec 2019 – Y13 Mock Examination</p> <p>Dec 2019 – NEA final draft</p>		
Spring Term	<p><i>WWI and its Aftermath</i> <i>My Boy Jack and Wilfred Owen Poetry</i></p> <p>Students will study the play <i>My Boy Jack</i> with a focus on:</p> <ul style="list-style-type: none"> <li>- Characters</li> <li>- Plot</li> <li>- Themes</li> <li>- Context</li> <li>- Critical interpretations</li> </ul> <p>Students will also study a collection of poems by Wilfred Owen in order to make links to <i>My Boy Jack</i>.</p> <p>Students will develop their skills from Year 12 in:</p> <ul style="list-style-type: none"> <li>- Developing and maintaining a line of argument</li> <li>- Analysing how writers create meaning</li> <li>- Making links between ideas.</li> </ul> <p><u>Assessment:</u> Feb 2020 – <i>My Boy Jack</i> Essay</p> <p>March 2020 – Y13 Mock Examinations – English Literature Paper 1 and Paper 2.</p> <p>April 2020 – Wilfred Owen Poetry Essay.</p>	<p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>- Reading other WWI texts</li> <li>- Annotating and reading <i>My Boy Jack</i></li> <li>- Annotating and reading Wilfred Owen Poetry</li> <li>- Re-reading Y12 texts</li> <li>- Practice exam questions.</li> </ul> <p><u>Other:</u></p> <ul style="list-style-type: none"> <li>- Fortnightly departmental revision sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to read a range of WWI texts.</li> <li>- Encourage students to attend after school revision sessions.</li> <li>- Discuss texts being studied.</li> <li>- Encourage students to revise Y12 content.</li> </ul>
Summer Term	<p><i>Revision</i></p> <p>Students will revise the following:</p> <p>Paper 1 – Love Through the Ages</p> <ul style="list-style-type: none"> <li>- Othello</li> <li>- The Go Between</li> <li>- Pre-1900 Love Through the Ages Poetry</li> <li>- Unseen Poetry</li> </ul> <p>Paper 2 – WWI and its Aftermath</p> <ul style="list-style-type: none"> <li>- Regeneration</li> <li>- <i>My Boy Jack</i></li> <li>- Wilfred Owen Poetry</li> <li>- Unseen Prose</li> </ul> <p><u>Assessment:</u></p>	<p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>- Reading other WWI texts</li> <li>- Reading other texts linked to Love through the Ages</li> <li>- Re-reading all texts</li> <li>- Practice exam questions.</li> </ul> <p><u>Other:</u></p> <ul style="list-style-type: none"> <li>- Fortnightly departmental revision sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to read a range of WWI texts.</li> <li>- Encourage students to attend after school revision sessions.</li> <li>- Discuss texts being studied.</li> <li>- Encourage students to revise Y12 content.</li> </ul>

	Assessments to be determined by students emerging needs.		
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**IMPACT:**

Ongoing formative assessment in lessons will provide students with the opportunity to demonstrate their critical analytical skills alongside the seven key virtues. Formative assessments will allow students to practice skills before the termly summative assessments at the end of each unit of study whilst also allowing teachers to address any misconceptions and areas of weakness. Summative assessments are designed in line with the AQA English Literature specification to provide ample opportunities for students to familiarise themselves with examination style questions to ensure they are fully prepared for the A-Level examinations at the end of Year 13.