

## Curriculum Overview 2020-21

Year group: 12

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 characters' 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><b>Teacher A</b> <i>Love Through the Ages</i> <i>The Awakening</i></p> <p>Students will study the novel <i>The Awakening</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 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>Students will also complete a short English Literature introduction unit focused on analysing unseen prose.</p> <p><u>Assessment:</u> Sept 2019 – Suitability Test</p>	<p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>- Reading other texts related to <i>Love Through the Ages</i></li> <li>- Annotating and reading <i>The Awakening</i> and <i>Othello</i></li> <li>- Practice questions</li> <li>- Context research</li> </ul> <p><u>Other:</u></p> <ul style="list-style-type: none"> <li>- Fortnightly departmental revision sessions</li> <li>- Theatre visits (dependent on availability)</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to read a range texts related to <i>Love Through the Ages</i>.</li> <li>- Encourage students to attend after school revision sessions.</li> <li>- Discuss texts being studied.</li> </ul>

	<p>Oct/Nov 2019 – Unseen Prose essay</p> <p>Dec 2019 – The Awakening Essay</p> <p><b>Teacher B</b> <i>Love through the Ages</i> <i>Othello</i></p> <p>Students will study the play Othello 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 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> Sept 2019 – Suitability Test</p> <p>Oct/Nov 2019 – Othello essay</p> <p>Dec 2019 – Othello Essay</p>		
Spring Term	<p><b>Teacher A</b> <i>Love Through the Ages</i> <i>The Awakening</i></p> <p>Students will complete their study of the novel The Awakening 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 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>Love Through the Ages</i> <i>Post 1900 Poetry</i></p> <p>Students will study the Post 1900 poetry collection focusing on:</p> <ul style="list-style-type: none"> <li>- What ideas are presented about love?</li> </ul>	<p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>- Reading other texts related to Love Through the Ages</li> <li>- Annotating and reading The Awakening and Othello, Post 1900 poetry, unseen poetry.</li> <li>- Practice questions</li> <li>- Context research</li> </ul> <p><u>Other:</u></p> <ul style="list-style-type: none"> <li>- Fortnightly departmental revision sessions</li> <li>- Theatre visits (dependent on availability)</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to read a range texts related to Love Through the Ages.</li> <li>- Encourage students to attend after school revision sessions.</li> <li>- Discuss texts being studied.</li> <li>-</li> </ul>

- How are these ideas presented?
- Context
- Critical Interpretations
- Links to The Awakening

Assessment:

Feb 2020 – The Awakening essay

March 2020 – Poetry essay

April 2020 – The Awakening and Poetry comparison essay

**Teacher B**

*Love through the Ages*  
*Othello*

Students will complete their study of the play Othello with a focus on:

- Characters
- Plot
- Themes
- Context
- Critical interpretations

Students will develop their skills in:

- Developing and maintaining a line of argument
- Analysing how writers create meaning
- Making links between ideas.

*Love Through the Ages*  
*Unseen Poetry*

Students will study a range of unseen poetry focusing on:

- What ideas are presented about love?
- How are these ideas presented?
- Context
- Critical Interpretations
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Assessment:

Feb 2020 – Othello essay

March 2020 – Unseen poetry essay

April 2020 – Unseen poetry essay

<p>Summer Term</p>	<p><b>Teacher A:</b>  <i>Love Through the Ages</i>  <i>Post 1900 Poetry</i></p> <p>Students will study the Post 1900 poetry collection focusing on:</p> <ul style="list-style-type: none"> <li>- What ideas are presented about love?</li> <li>- How are these ideas presented?</li> <li>- Context</li> <li>- Critical Interpretations</li> <li>- Links to The Awakening</li> </ul> <p><i>NEA</i>  Students will begin 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>  May 2020 – Post 1900 poetry essay</p> <p>June 2020 – End of Y12 Examination – Love Through the Ages</p> <p>July 2020 – NEA</p> <p><b>Teacher B</b>  <i>Love Through the Ages</i>  <i>Unseen Poetry</i></p> <p>Students will study a range of unseen poetry focusing on:</p> <ul style="list-style-type: none"> <li>- What ideas are presented about love?</li> <li>- How are these ideas presented?</li> <li>- Context</li> <li>- Critical Interpretations</li> </ul> <p><i>NEA</i>  Students will begin 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>  May 2020 – Unseen poetry essay</p> <p>June 2020 – End of Y12 Examination – Love Through the Ages</p>	<p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>- Reading other texts related to Love Through the Ages</li> <li>- Reviewing Y12 texts</li> <li>- Practice questions</li> <li>- Context research.</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 texts related to Love Through the Ages.</li> <li>- Encourage students to attend after school revision sessions.</li> <li>- Discuss texts being studied.</li> <li>-</li> </ul>
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	July 2020 – NEA		
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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.