

KS5 English Lang Lit Curriculum Overview

<p>Links to KS4</p> <p>With the importance of transition in mind, our KS5 curriculum builds upon many of the skills students begin to develop in KS4. Students are assessed along very similar assessment objectives to GCSE. These are: to apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression; to analyse ways in which meanings are shaped in texts; to demonstrate understanding of the significance and influence of the contexts in which texts are produced and received; to explore connections across texts, informed by linguistic and literary concepts and methods, and to demonstrate expertise and creativity in the use of English to communicate in different ways. Students continue to analyse and create a variety of fiction and non-fiction texts, as they are required to at GCSE, though the sophistication of discussion and essay writing required at A Level increases considerably. At KS5, students will study and write about seminal literary texts, which will build upon their study of A Christmas Carol and An Inspector Calls, and they will also study Rossetti's poetry, which has links to their study of key poets in KS4. Again, the sophistication with which they have to discuss these texts increases, whereby students are required to be critical and analytical in their interpretations, applying a much wider range of terminology than is required at KS4.</p>						
		<p>Intent</p> <p>Statement of Intent</p> <p>The aims and objectives of our A Level Language and Literature curriculum are to enable students to: develop and apply their knowledge of literary analysis and evaluation; develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language; use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other; engage creatively and critically with a wide range of texts; explore the ways in which texts relate to each other and the contexts in which they are produced and received; develop their skills as producers and interpreters of language, and undertake independent and sustained studies to develop their skills as producers and interpreters of language.</p>				
<p>Timeline</p> <p>Term 1 - 7 Weeks Term 2 - 7 Weeks Term 3 - 6 Weeks Term 4 - 6 Weeks Term 5 - 6 Weeks Term 6 - 7 Weeks</p>						
<p>Year 12 Overview</p> <p>In Year 12 pupils will study a variety of texts in different forms from their Language Anthology, delving into their unique contexts, backgrounds and linguistic features. Pupils will also undertake reading and study of the novel Dracula and a selection of poetry by the poet Christina Rossetti.</p>						
<p>SOW</p>	<p>Language: Anthology (Paper 1) Literature: Dracula (Paper 2)</p>	<p>Language: Anthology (Paper 1) Literature: Dracula (Paper 2)</p>	<p>Language: Anthology (Paper 1) Literature: Rossetti Poetry (Paper 2)</p>	<p>Language: Anthology (Paper 1) Literature: Rossetti Poetry (Paper 2)</p>	<p>Language: Anthology (Paper 1) Literature: Comparisons between Rossetti and Dracula (Paper 2) Coursework: Introduction</p>	<p>Language: Anthology (Paper 1) Literature: Comparisons between Rossetti and Dracula (Paper 2) Coursework: Introduction</p>
<p>Assessment</p>	<p>SEPTEMBER IN-CLASS ASSESSMENT (WEEK 3) Language: Terminology test based on a studied anthology text. Literature: Comprehension and further thinking questions on Chapters 1 and 2 of Dracula.</p>	<p>No formal assessment this term, though students are required to complete essay based homeworks which are marked and graded, as well as creative writing tasks based on the studied texts.</p>	<p>JANUARY PPE (WEEK 2) Language: A transformation task- using information from one text to transform it into a different text type. (Based on Paper 1) Literature: An exam question on a theme in Dracula. (Paper 2)</p>	<p>No formal assessment this term, though students are required to complete essay based homeworks which are marked and graded, as well as creative writing tasks based on the studied texts.</p>	<p>No formal assessment this term, though students are required to complete essay based homeworks which are marked and graded, as well as creative writing tasks based on the studied texts.</p>	<p>JUNE PPE (WEEK 4) Language: An exam question comparing writers' voices in a studied anthology text and an unseen text. (Paper 1) Literature: An exam question on crossing boundaries in both Rossetti and Dracula. (Paper 2)</p>
<p>Unit Focus</p>	<p>Language: This component has an explicit focus on the concept of 'voice'. Students will begin to study how spoken voices are formed and written voices created in non-literary and digital texts from an anthology of 20 texts. Students will develop their understanding of how writers and speakers shape and craft language to present an identity or persona, and will look at connections between texts as well as the significance and influence of context. The focus text types for this term are articles, speeches and interviews. Pupils demonstrate their understanding of generic conventions of these text types by undertaking a variety of creative writing tasks. These are assessed for their written accuracy and creativity. Literature: Students will continue to develop their understanding of how Stoker uses language techniques and literary devices to craft his work and communicate ideas or issues. This term, students will develop their essay writing skills with a focus on themes in Dracula in preparation for the January PPE.</p>	<p>Language: Students will continue to study how spoken voices are formed and written voices created in non-literary and digital texts from an anthology of 20 texts. This term, there will be a particular focus on genre conventions and students will learn how to use their knowledge of these to transform texts from one text type to another, for example, a speech to an article. This will develop their creative writing skills, which are essential for their coursework later in the year. The focus text types for this term are articles, speeches and interviews. Pupils demonstrate their understanding of generic conventions of these text types by undertaking a variety of creative writing tasks. These are assessed for their written accuracy and creativity. Literature: Students will continue to develop their understanding of how Stoker uses language techniques and literary devices to craft his work and communicate ideas or issues. This term, students will develop their essay writing skills with a focus on themes in Dracula in preparation for the January PPE.</p>	<p>Language: Students will continue to study how spoken voices are formed and written voices created in non-literary and digital texts from an anthology of 20 texts. This term, there will be a greater focus on comparing voice within texts. Students will develop their essay writing skills in this area and be exposed to a wide range of unseen texts. The focus text types for this term are digital texts, autobiography/ biography and radio and screenplay. Pupils demonstrate their understanding of generic conventions of these text types by undertaking a variety of creative writing tasks. These are assessed for their written accuracy and creativity. Literature: Students will be introduced to the poetry of Rossetti and begin to develop their understanding of how Rossetti uses language techniques and literary devices to craft her work and communicate ideas or issues, by exploring a range of her poems, starting with Goblin Market.</p>	<p>Language: Students will continue to study how spoken voices are formed and written voices created in non-literary and digital texts from an anthology of 20 texts. Students will continue their focus on comparison. Students will develop their essay writing skills in this area and be exposed to a wide range of unseen texts which are linked, by theme, to the anthology texts. The focus text types for this term are digital texts, autobiography/ biography and radio and screenplay. Pupils demonstrate their understanding of generic conventions of these text types by undertaking a variety of creative writing tasks. These are assessed for their written accuracy and creativity. Literature: Students will continue to develop their understanding of how Rossetti uses language techniques and literary devices to craft her work and communicate ideas or issues, by exploring a range of her poems. This term, students will develop their essay writing skills in this area and begin to make connections between Dracula and Rossetti's poetry, with a focus on the theme of crossing boundaries.</p>	<p>Language: Students will continue to study how spoken voices are formed and written voices created in non-literary and digital texts from an anthology of 20 texts. Students will continue their focus on comparison. Students will develop their essay writing skills in this area and be exposed to a wide range of unseen texts which are linked, by theme, to the anthology texts. The focus text types for this term are reviews and reportage. Pupils demonstrate their understanding of generic conventions of these text types by undertaking a variety of creative writing tasks. These are assessed for their written accuracy and creativity. Literature: Students will focus this term on consolidating their learning on Dracula and Rossetti and develop the skills needed to compare these texts along the theme of crossing boundaries. Students will be introduced to the coursework component of the qualification and given time to discuss texts and find stimulus for their projects.</p>	<p>Language: Students will continue to study how spoken voices are formed and written voices created in non-literary and digital texts from an anthology of 20 texts. This term, there will be a greater focus on comparing voice within texts. Students will develop their essay writing skills in this area and be exposed to a wide range of unseen texts which are linked, by theme, to the anthology texts. The focus text types for this term are reviews and reportage. Pupils demonstrate their understanding of generic conventions of these text types by undertaking a variety of creative writing tasks. These are assessed for their written accuracy and creativity. Literature: Students will focus this term on consolidating their learning on Dracula and Rossetti and develop the skills needed to compare these texts along the theme of crossing boundaries. Students will be introduced to the coursework component of the qualification and given time to discuss texts and find stimulus for their projects. Wider reading becomes a greater focus this term.</p>

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	Year 13 Overview	In Year 13, students will study a variety of unseen texts as part of their Language study and the play, <i>A Streetcar Named Desire</i> . Students will also complete their coursework this year. This comprises of three tasks: a fiction piece; a non-fiction piece and a commentary, to be handed in around Easter. Later in the year, students will consolidate their learning from throughout years 12 and 13, revising in preparation for their exams.						
	SOW	Language: Anthology (Paper 1) Literature: <i>A Streetcar Named Desire</i> (Paper 1) + coursework	Language: Studying unseen texts (Paper 2) Literature: <i>A Streetcar Named Desire</i> (Paper 1) + coursework	Language: Studying unseen texts (Paper 2) Literature: Revision of <i>Dracula</i> and Rossetti + coursework (Paper 2)	Language: Revision of anthology and unseen texts Literature: Revision of <i>Dracula</i> , Rossetti and <i>Streetcar</i>		Language: Revision of anthology and unseen texts Literature: Revision of <i>Dracula</i> , Rossetti and <i>Streetcar</i>	EXAMS
	Assessment	No formal assessment this term, though students are required to complete essay based homeworks which are marked and graded, as well as creative writing tasks based on the studied texts.	OCTOBER PPE (WEEK 1) Language: An exam question comparing writers' voices in a studied anthology text and an unseen text. (Paper 1) Literature: An exam question on a theme in <i>A Streetcar Named Desire</i> . (Paper 1)	No formal assessment this term, though students are required to complete essay based homeworks which are marked and graded, as well as creative writing tasks based on the studied texts.	FEBRUARY PPE (WEEK 1) Language: A 'critically evaluate' exam question on an unseen text. (Paper 2) Literature: An exam question on crossing boundaries in both Rossetti and <i>Dracula</i> . (Paper 2)		APRIL PPE (WEEK 1) _____ FULL MOCK- Students will sit both papers. Paper 1- Voices in Speech and Writing. One question comparing writers' voices and one question on <i>A Streetcar Named Desire</i> . Paper 2- Varieties in Language and Literature. One 'critically evaluate' question on an unseen text and one question on crossing boundaries in <i>Dracula</i> and Rossetti.	EXAMS
Unit Focus	Language: Students will continue to study how spoken voices are formed and written voices created in non-literary and digital texts from an anthology of 20 texts. This term, there will be a greater focus on comparing voice within texts. Students will develop their essay writing skills in this area and be exposed to a wide range of unseen texts which are linked, by theme, to the anthology texts. The focus text types for this term are travelogue and diary . Literature: Students will begin their study of <i>A Streetcar Named Desire</i> , focusing on Williams' use of literary and linguistic techniques and on contextual factors relating to the play. This builds up to their PPE in October. Students will begin writing their coursework this term.	Language: Students will focus on the skills required for paper 2, which focuses on an unseen text linked to the theme of crossing boundaries. Students will study a variety of unseen texts, discussing and writing about the writer's intentions and views. Literature: Students will continue their study of <i>A Streetcar Named Desire</i> . Students will also continue writing their coursework with guidance from teachers.	Language: Students will continue to develop paper 2 skills and be exposed to a wide range of unseen texts. Literature: Students will revise <i>Dracula</i> and Rossetti poetry in the lead up to their PPE in February next term. They will use feedback from their PPEs to guide their revision.	Language: Students are required to undergo continuous revision of the anthology throughout the course, though emphasis is placed on this in-class this term in the lead up to their full mock next term in April. Teachers will revise texts that students would like to cover most first. Literature: Students will continue their revision of <i>Dracula</i> and Rossetti. Students will finalise their coursework and hand in for teacher moderation.		Language and Literature: Complete revision of all texts both at home and in-class.	EXAMS	

		Timeline	Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 7 Weeks	Term 4 - 6 Weeks	Term 5 - 5 Weeks	Term 6 - 6 Weeks
		KS5 English Lang Lit Curriculum Overview	Topic Texts	In year 12, pupils are exposed to a range of unseen articles, speeches and interviews through homework tasks. In year 13, these focus on travelogues and diaries. For Literature, students are encouraged to explore linked fictional texts, such as Frankenstein and The Woman in White.	In year 12, pupils are exposed to a range of unseen articles, speeches and interviews through homework tasks. In year 13, pupils explore texts from across the 10 text types studied. For Literature, students are encouraged to explore linked fictional texts, such as Frankenstein and The Woman in White.	In year 12, pupils are exposed to a range of unseen digital texts, autobiography/biography and radio and screenplays through homework tasks. In year 13, pupils explore texts from across the 10 text types studied. For Literature, students are encouraged to explore critical essays on Dracula, for example Carter, Margaret L. Dracula: The Vampire and the Critics.	In year 12, pupils are exposed to a range of unseen digital texts, autobiography/biography and radio and screenplays through homework tasks. In year 13, pupils explore texts from across the 10 text types studied. For Literature, students are encouraged to explore texts linked to A Streetcar Named Desire, e.g. A Respectable Woman by Kate Chopin.	In year 12, pupils are exposed to a range of reviews and reportage through homework tasks. In year 13, pupils explore texts from across the 10 text types studied. For Literature, students are encouraged to explore other works by Williams, e.g. Cat on a Hot Tin Roof, The Glass Menagerie.
Year Tracking	Year 12: Term 1, Term 3 and Term 6			Year 13: Term 2, Term 4 and Term 5				
	Literacy and Numeracy links	Literacy skills are developed through the use of our top 30 reads, exploration of both literary and non-fiction texts, and through the reading of a wide range of other texts in support of their study of core texts. Students further develop their literacy skills with regular writing tasks and they develop their oral literacy through in-lesson discussions, forming arguments, speaking persuasively and speaking critically. Numeracy is also embedded within the English curriculum through exploration of dates, timelines, statistics and numerical facts relating to the wider contexts of novels, poems and non-fiction texts. Students gain an understanding of the age in which their studied texts were written. Through our guided reading, we also encourage pupils to skim and scan chronologically and segment texts with a focus on ordering and structuring, as you would with a worded numeracy question.						
	How It Is Used / Skills Set Developed / Outcomes	Our English curriculum enables students to gain a broader understanding of the world outside of the set texts. Students develop reading skills, and are able to read for meaning, identify key information, analyse the effect and impact of language and structure, compare different text types and evaluate and form their own opinions. Through identifying these skills in other texts, students then are able to apply these skills to their own writing.						
	Links to Higher Education	A Level English Language and Literature is a course which thoroughly prepares students for study at university. Students develop essential reading and writing skills required for all university courses, not just English. Students further develop critical and analytical skills needed for all university courses, as well as other important skills such as giving presentations, working with others, conducting research and reading journals and articles at university level. Many of the skills students develop at A Level English are skills they will also need should they choose to study English at university, for example creating their own texts, analysing the writer's craft and critically evaluating texts.						
	Careers in the Curriculum	Through studying A Level English, students could go on to a variety of careers, including teaching, publishing, writing, editing, law, lecturing, academia and others.						