

KS5 English Lit Curriculum Overview	Links to KS4		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 articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression; to analyse ways in which meanings are shaped in literary texts; to demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received; to explore connections across literary texts, and to explore literary texts informed by different interpretations. These skills are developed during KS4, through students' study of the poetry anthology and unseen poetry, as well as the study of our core texts, An Inspector Calls (drama), Romeo and Juliet (Shakespeare) and A Christmas Carol (19th century novel). The final assessment objective is one which students may not be familiar with at GCSE and therefore shows the step up to KS5- exploring critical interpretations of texts and reading university-level criticism is an advanced skill explored at A Level. Furthermore, whilst students are used to applying terminology to their essay writing at GCSE, the sophistication and number of terms students are required to know and understand increases significantly at A Level.					
	Intent	Statement of Intent	The aims and objectives of our A Level English Literature curriculum are to enable students to: read widely and independently set texts and others that they have selected for themselves; engage critically and creatively with a substantial body of texts and ways of responding to them; develop and effectively apply their knowledge of literary analysis and evaluation; explore the contexts of the texts they are reading and others' interpretations of them, and undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions.					
	Timeline		Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 6 Weeks	Term 4 - 6 Weeks	Term 5 - 6 Weeks	Term 6 - 7 Weeks
	Implementation (Year 12)	Year 12 Overview	In Year 12, students cover a significant amount of course content, including 'A Streetcar Named Desire', 'The Handmaid's Tale', 'Frankenstein' and a selection of the modern poetry anthology. They will also have an introduction to coursework prior to Year 13. Students will also be expected to create a poetry anthology of poems they have read and enjoyed, as well as a reading journal to be discussed monthly to encourage wider reading of challenging text types to develop cultural capital, broader reading for coursework and reading for pleasure.					
		SOW	MODERN POETRY AND 'A STREETCAR NAMED DESIRE'/'THE HANDMAID'S TALE'	MODERN POETRY AND 'A STREETCAR NAMED DESIRE'/'THE HANDMAID'S TALE'	MODERN POETRY AND 'A STREETCAR NAMED DESIRE'/'FRANKENSTEIN'	MODERN POETRY AND 'A STREETCAR NAMED DESIRE'/'FRANKENSTEIN'	MODERN POETRY AND 'A STREETCAR NAMED DESIRE'/'FRANKENSTEIN'	MODERN POETRY AND AN INTRODUCTION TO COURSEWORK/'FRANKENSTEIN'
		Assessment	Assessment week (summer work/terminology test). One marked essay with teacher feedback for both sides of the course.	One essay marked essay from each side of the course with teacher feedback.	Literature PPE - setting in 'A Streetcar Named Desire' and prose assessment.	One essay marked essay from each side of the course with teacher feedback.	One essay marked essay from each side of the course with teacher feedback.	Literature PPE- tension between fantasy and reality in 'A Streetcar Named Desire'/'On the New Bypass/prose comparison
		Unit Focus: Modern Poetry & Drama	In this unit, pupils will be introduced to Williams' play 'A Streetcar Named Desire' through a cold read and watch the performance. AO3 to be introduced and embedded following an analysis of the opening scene. Additionally, there will be an introduction to modern poetry-unseen aspect. Unseen poems, both the anthology and unseen. Students to create their own poetry anthology independently. EMC's 'Big Idea' approach will support students when analysing unseen texts.	Students will continue to study 'A Streetcar Named Desire', analysing the play as a whole and developing an appreciation of language, motif, theme, the play's contexts and audience reception. In addition, students will continue to develop their poetry anthology at home as well as completing homework on modern poetry.	Students will spend time exploring modern anthology poems with a focus on parent-child relationships and drawing comparisons to unseen poems (AO4). Comparison skills to support with prose unit. In one lesson a week, students will continue to revise 'Streetcar', and explore key ideas from the play and continue to develop essay-writing skills.	Students will spend time exploring modern anthology poems with a focus on the modern world, and drawing comparisons to unseen poems (AO4). Comparison skills to support with prose unit. In one lesson a week, students will continue to revise 'Streetcar', and explore key ideas from the play and continue to develop essay-writing skills.	Students will spend time exploring modern anthology poems with a focus on identity and growing up and drawing comparisons to unseen poems (AO4). Comparison skills to support with prose unit. In one lesson a week, students will continue to revise 'Streetcar', and explore key ideas from the play and continue to develop essay-writing skills.	Students to consolidate their knowledge of poems covered so far as well as completing an independent project on 'The Gull'. Students will be introduced to the coursework component of the course and will use their wider reading to generate initial ideas, comparisons and titles.
		Unit Focus: Prose	In the prose unit, students will begin their study of The Handmaid's Tale, with an introduction and study of first 7 sections (ending with 'VII Night'). Students will be introduced to genre (science fiction / dystopia / 'speculative fiction') and context as appropriate to themes as they are covered (e.g., Berlin / Atwood; fertility rates 'birth death')	Students will continue their study of The Handmaid's Tale. They will be introduced to form / style / structure (frame narrative, post modernism etc) and context as appropriate to themes as they are covered (eg feminism / backlash / puritanism).	This term, students will begin their study of Frankenstein – introduction and study up to the end of Chapter 5 (creature is alive). They will be introduced to form and genre (frame narrative, sci-fi, Romantic fiction / Gothic). They will study context as appropriate to themes as they are covered (eg Mary Shelley, Romanticism age of Enlightenment / new experiments in electricity).	Students will continue their study of Frankenstein – read and study to the end of chapter 18. This term there will be a focus on structure and style (frame novel, story within story, multiple voices, The Sublime). Students will be introduced to context as appropriate to themes as they are covered.	Students will continue their study of Frankenstein – read and study to the end of the novel. This term there will be a focus on themes (eg presentation of women and Victor's attitude to them in light of his destruction of creature's consort.) There will further be a more detailed introduction of AO4 and essay planning.	Revision of prose texts and comparison skills.
	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 Lit Curriculum Overview

Implementation (Year 13)	Year 13 Overview	In Year 13 pupils will begin the year by studying content not covered in Y12, including Romantic poetry, 'Othello' and the remaining modern poems. In addition, students complete their coursework project on two texts of their choice. There is also time given to revise Year 12 texts in preparation for the final exam.					
	SOW	OTHELLO/MODERN POETRY/ROMANTIC POETRY/ COURSEWORK	OTHELLO/COURSEWORK/ROMANTIC POETRY	OTHELLO/COURSEWORK/ROMANTIC POETRY	OTHELLO/COURSEWORK/ROMANTIC POETRY	OTHELLO/ ROMANTIC POETRY	EXAMS
	Assessment	No formal assessment this term- regular homework set with teacher feedback.	OCTOBER PPE WEEK - Drama (Paper 1): A question on A Streetcar Named Desire (In hall) and a question on Othello (In class). - Prose (Paper 2): A question comparing The Handmaid's Tale and Frankenstein. (In hall) - The Romantics (Paper 3): A question exploring two of your studied poems (In hall).	No formal assessment this term- regular homework set with teacher feedback. Coursework is due at the end of term 4.		FEBRUARY PPE WEEK - Drama (Paper 1): A question on Othello. - Prose (Paper 2): A question comparing The Handmaid's Tale and Frankenstein. - Modern Poetry (Paper 3): A question comparing one poem from the anthology and another unseen poem. - The Romantics (Paper 3): A question exploring two of your studied poems.	
	Unit Focus: Drama & Modern Poetry	Students will complete their study of Modern Poetry. For the drama unit this term, students will begin reading and studying Shakespeare's Othello. They will watch a performance, be introduced to AOs and concepts. Act One-Act Two introducing key vocabulary, characters and critical perspectives. Plus, one lesson a week on coursework, looking at: AOs, exemplars, expectations, book list, feedback from summer reading. Students to present their chosen coursework texts/themes/titles to check for suitability..	Drama- Reading and studying Othello with a focus on Act Three and the tragedy genre. Plus, one lesson a week on coursework. First draft due at the end of term.	Drama- Reading and studying Othello Act Four- Five with a focus on critical perspectives, essay crafting and different performance types. Plus, one lesson a week on coursework: feedback and crafting will be a focus this term.	Drama- Reading and studying Othello Act Five with a focus on revenge tragedy vs Shakespearean tragedy, views of the ending, contextual links to ideas surrounding race and audience reactions. Plus, one lesson a week on coursework- final amendments and editing- due at the end of term.	Drama: Othello revision with a focus on key themes.	EXAMS
	Unit Focus: The Romantics	The Romantics- Introduction to the Romantic Movement and William Blake	The Romantics- Focus on William Wordsworth	The Romantics- Focus on Byron	The Romantics- Continued study of key poems.	The Romantics- Continued study of key poems.	
	Topic Texts	Students explore a range of critical texts as part of their studies at A Level. These include: the Pearson Critical Reading booklet on Othello; lecture notes on lectures given at Cornell university on Othello; essays on key themes for A Streetcar Named Desire, such as coercive control and plastic theatre, from a range of sources.	Students explore a range of critical texts as part of their studies at A Level. These include: the Pearson Critical Reading booklet on Othello; lecture notes on lectures given at Cornell university on Othello; essays on key themes for A Streetcar Named Desire, such as coercive control and plastic theatre, from a range of sources.	Students explore a range of critical texts as part of their studies at A Level. These include: the Pearson Critical Reading booklet on Othello; lecture notes on lectures given at Cornell university on Othello; essays on key themes for A Streetcar Named Desire, such as coercive control and plastic theatre, from a range of sources.	Students explore a range of critical texts as part of their studies at A Level. These include: the Pearson Critical Reading booklet on Othello; lecture notes on lectures given at Cornell university on Othello; essays on key themes for A Streetcar Named Desire, such as coercive control and plastic theatre, from a range of sources.	Students explore a range of critical texts as part of their studies at A Level. These include: the Pearson Critical Reading booklet on Othello; lecture notes on lectures given at Cornell university on Othello; essays on key themes for A Streetcar Named Desire, such as coercive control and plastic theatre, from a range of sources.	
	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 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.						