



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 begin to apply in their investigations. Importantly this curriculum is aimed at nurturing a passion for the English Language that fosters a recognition of the English canon and its importance.

<p><b>HALF TERM 1: <u>Learned and Wise</u></b>                  Paper 2 Section B (i) (ii): A whole text study of Williams' 'A streetcar Named Desire' and 20<sup>th</sup> Century unseen prose extracts</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• And apply a range of academic terms in text analysis.</li> <li>• How texts are constructed from their context.</li> <li>• How meaning is shaped through writers' methods.</li> <li>• To create a debate as a part of their analysis.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b>                  End of term mock examination for paper 2 section B. Firstly a response to an extract of unseen prose, secondly comparing an aspect of modern society presented in both Williams' 'A Streetcar named Desire' and Stockett's 'The Help.'</p>	<p><b>HALF TERM 2: <u>Tolerance and Acceptance</u></b>                  Paper 2 Section B (ii): A whole text study of Stockett's 'The Help'</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to evaluatively compare how writers shape meaning through their chosen methods.</li> <li>• How to construct an analytical debate.</li> <li>• How to explore connections across literary texts in light of their historical significance.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b>                  End of term mock examination for paper 2 section B. Firstly a response to an extract of unseen prose, secondly comparing an aspect of modern society presented in both Williams' 'A Streetcar named Desire' and Stockett's 'The Help.'</p>	<p><b>HALF TERM 3: <u>Discerning and Prophetic</u></b>                  Paper 1 section C: A Whole text study of F. Scott Fitzgerald's 'The Great Gatsby.'</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• A range of appropriate critical viewpoints and how to apply them.</li> <li>• How to recognise changes in attitudes and perspectives across time.</li> <li>• How to demonstrate an appreciation of literary heritage.</li> <li>• To accurately apply varied academic terminology.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b>                  Exam practice comparing two different genres (poetry and prose) from across time, centred around the presentation of love through the ages.</p>
<p><b>HALF TERM 5: <u>Curious and Wise</u></b>                  Paper 1 Section C: Post 1900 Poetry Anthology</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• The similarities and differences in the presentation of, and attitudes towards, love.</li> <li>• The similarities and differences in the methods writers chose, evaluating their effects.</li> <li>• How to recognise differences in chosen genres when offering comparison.</li> <li>• How to acknowledge differences in time periods and its impact on how and why texts are created.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b>                  An end of unit exam comparing the knowledge and understanding of 'The Great Gatsby' to the presentation of love in the AQA Poetry Anthology.</p>	<p><b>HALF TERM 5: <u>Tolerance and Acceptance</u></b>                  Non Examined Assessment: 'Great Expectations'</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Similar texts and writers that offer comparative criticisms of society.</li> <li>• How to independently apply critical analysis.</li> <li>• How literature is used by writers in a personal and wider context, demonstrating an awareness of the power of literature.</li> <li>• Literature time periods and the key influential literary texts of their time.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b>                  Non-Examined Assessment: A 2,500-word investigation into a topic of your choice, comparing 'Great Expectations' to a second text of your choice.</p>	<p><b>HALF TERM 6: <u>Truthful and Compassionate</u></b>                  Paper 1 Section B Unseen Poetry: An exploration of love poetry across time, exploring varying forms, movements and poets</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to debate the presentation of love throughout time and through different forms and methods.</li> <li>• How to draw comparisons across poetry.</li> <li>• Perceptively apply relevant critical perspectives.</li> <li>• To accurately identify poetic movements across time.</li> <li>• Iconic poets of the English canon.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b>                  Exam practice linked to specification requirements, a comparison of two poems from different time periods exploring the theme of love.</p>

**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.**