



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.

HALF TERM 1: Learned and Wise

Paper 2 Section B (i) (ii): A whole text study of Williams' 'A streetcar Named Desire' and 20th Century unseen prose extracts

STUDENTS MUST KNOW:

- And apply a range of academic terms in text analysis.
- How texts are constructed from their context.
- How meaning is shaped through writers' methods.
- To create a debate as a part of their analysis.

HOW THIS WILL BE ASSESSED:

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.'

HALF TERM 2: Tolerance and Acceptance

Paper 2 Section B (ii): A whole text study of Stockett's 'The Help'

STUDENTS MUST KNOW:

- How to evaluatively compare how writers shape meaning, through their chosen methods.
- How to construct an analytical debate.
- How to explore connections across literary texts in light of their historical significance.

HOW THIS WILL BE ASSESSED:

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.'

HALF TERM 3: Discerning and Prophetic

Paper 1 section C: A Whole text study of F. Scott Fitzgerald's 'The Great Gatsby.'

STUDENTS MUST KNOW:

- A range of appropriate critical viewpoints and how to apply them.
- How to recognise changes in attitudes and perspectives across time.
- How to demonstrate an appreciation of literary heritage.
- To accurately apply varied academic terminology.

HOW THIS WILL BE ASSESSED:

Exam practice comparing two different genres (poetry and prose) from across time, centred around the presentation of love through the ages.

HALF TERM 4: Curious and Wise

Non-Examined Assessment: 'Great Expectations'

STUDENTS MUST KNOW:

- Similar texts and writers that offer comparative criticisms of society.
- How to independently apply critical analysis.
- How literature is used by writers in a personal and wider context, demonstrating an awareness of the power of literature.
- Literature time periods and the key influential literary texts of their time.

HOW THIS WILL BE ASSESSED:

Non-Examined Assessment: A 2,500-word investigation into a topic of your choice, comparing 'Great Expectations' to a second text of your choice.

HALF TERM 5: Tolerance and Acceptance

Paper 1 Section C: Post 1900 Poetry Anthology

STUDENTS MUST KNOW:

- The similarities and differences in the presentation of, and attitudes towards, love.
- The similarities and differences in the methods writers chose, evaluating their effects.
- How to recognise differences in chosen genres when offering comparison.
- How to acknowledge differences in time periods and its impact on how and why texts are created.

HOW THIS WILL BE ASSESSED:

An end of unit exam comparing the knowledge and understanding of 'The Great Gatsby' to the presentation of love in the AQA Poetry Anthology.

HALF TERM 6: Truthful and Compassionate

Paper 1 Section B Unseen Poetry: An exploration of love poetry across time, exploring varying forms, movements and poets

STUDENTS MUST KNOW:

- How to debate the presentation of love throughout time and through different forms and methods.
- How to draw comparisons across poetry.
- Perceptively apply relevant critical perspectives.
- To accurately identify poetic movements across time.
- Iconic poets of the English canon.

HOW THIS WILL BE ASSESSED:

Exam practice linked to specification requirements, a comparison of two poems from different time periods exploring the theme of love.



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.