



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>TERM 1:</b> Teacher A Paper 2 Section C Williams' 'A Streetcar Named Desire' <b>STUDENTS MUST KNOW and REMEMBER:</b> How Williams uses dramatic form and conventions to present his characters and plot. How Williams uses setting, characterisation, structure, symbolism and dialogue to present characters, themes and events. The influence of historical, social and literary contexts on Williams' play. Tier 3 vocabulary as outlined in the KS5 vocabulary list. Literary theories including Marxist, Feminist and Psychoanalytical and New Historicist. How to apply literary interpretations to the play and use them to construct a debate. How to develop sustained links between the play and prose text.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> A Comparative essay on the set texts.</p>	<p><b>TERM 1:</b> Teacher B Paper 2 Section C: Stockett's 'The Help' <b>STUDENTS MUST KNOW AND REMEMBER:</b> How Stockett uses historical fiction and conventions of prose to present his characters and plot. How Stockett uses setting, characterisation, symbolism and dialogue to present characters, themes and events. The influence of historical, social and literary contexts on Stockett's novel. Tier 3 vocabulary as outlined in the KS5 vocabulary list. Literary theories including Marxist, Feminist and Psychoanalytical and New Historicist. How to apply literary interpretations to the novel and use them to construct a debate. How to develop sustained links between the prose and play.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> A Comparative essay on the set texts.</p>	<p><b>TERM 2:</b> Teacher A Paper 1 section C: A Whole text study of F. Scott Fitzgerald's 'The Great Gatsby.' <b>STUDENTS MUST KNOW AND REMEMBER:</b> How the writer uses prose to present aspects of love across the novel. How Fitzgerald uses setting, characterisation, symbolism and dialogue to present aspects of love. A range of appropriate critical viewpoints on the novel and how to apply them to students' own interpretations. The influence of historical, social and literary contexts on Fitzgerald's novel. How to make links between the novel and different love poems from a thematic point of view.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Comparing two different genres (poetry and prose) from across time, on the presentation of love through the ages.</p>
<p><b>TERM 2:</b> Teacher B Non-Examined Assessment: 'Great Expectations' and a student-selected text. <b>STUDENTS MUST KNOW AND REMEMBER:</b> 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 to create, redraft a sustained comparative essay.</p> <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.</p>	<p><b>TERM 3:</b> Teacher A Paper 1 Section C: Pre-1900 Poetry Anthology <b>STUDENTS MUST KNOW:</b> Literary movements across the English literary canon. 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 to structure and craft a sustained comparison of different genres.</p> <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>TERM 3:</b> Teacher B Paper 1 Section B -Unseen Poetry <b>STUDENTS MUST KNOW:</b> A range of poetic forms from across the literary canon. How to read and interpret poems from different literary periods and movements. How to debate the presentation of love throughout time and through different forms and methods. How to draw comparisons across poetry. How to perceptively apply relevant critical perspectives. How to accurately identify poetic movements across time by considering a poem's typicality. Iconic and influential poets of the English canon. How poems are influenced by the contexts in which they were written.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> A comparison of two poems from different time periods exploring an aspect 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.