



## English Literature Year 12 Curriculum Overview

A Level English Literature in Year 12 builds on the range of literary texts students experienced at GCSE by exposing them to the depth of variety in the literary canon. This is framed through the exploration of AQA's Modern Times syllabus where students are firstly introduced to narrative and prose construction through the analysis of the authorial voice, narrative techniques and text structures. Accompanying this study, students use modern literature to explore notions of personal and social identity; changing morality and social structures such as class, race, ethnicity, LGBTQ+; the legacy of war; imperialism and post-imperialism and naturalism as well as looking at concepts surrounding immigration and decline; tradition and the 21st century; relationships; masculinity and femininity and nationalism. Literary analysis is grounded by the use of historicist criticism, where texts are placed in time, country, culture and social environment.

The breadth of this curriculum is balanced by positioning students to incrementally develop their understanding of these concepts, whilst also developing their own critical and analytical voices, drawing on literary criticism and using critical lenses to gain a rounded perspective on the range of modern literature and its exploration of the human condition in the modern world.

On the completion of this study, students begin exploring the idea of Love Through the Ages with Shakespeare's tragedy Othello. Their prior learning in KS3 and KS4 allows the clear placement of this text, allowing the historicist analysis of love's portrayal that is explored further in Year 13.

Students complete the year with preparation and initial reading of their NEA texts, building on their exposure to the plethora of texts and their concepts that have been experienced this year and preparing them sufficiently for their final year of A Level studies.

Term/Length of Time	Outline Brief information about specific knowledge, skills and experiences the students will have	Assessment/Teacher Feedback Opportunities This should link to your G4Smarkbook	Homework and Literacy resources This needs to include compulsory and optional tasks  Should include books as well as vocab/speaking/listening resources. These can either be optional or part of your SL.
<b>Teacher 1</b>  <b>Autumn 1 and 2</b>  <b>15 Wks</b>	<b>Introduction to narrative and prose construction and analysis</b> The aim of this unit is to begin to develop students' understanding of, and responses to narrative texts. Through this study students begin to understand notions of authorial voice, narrative technique and narrative structure. In it they develop a critical style and the ability to write analytically about modern literature.	<b>Analytical response to <i>Revolutionary Road</i> (25 marks) and analytical response to <i>The God of Small Things</i> (25 marks)</b>  <b>An example paper can be found here:</b> <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF</a>	<b>Minimum homework expectation - to be set on G4S</b> 360 minutes of compulsory homework per week that will include: <ul style="list-style-type: none"><li>➤ Planning essay questions</li><li>➤ Producing thematic revision notes</li><li>➤ Reading critical analysis to broaden students' breadth of understanding.</li><li>➤ Creating vocabulary lists</li><li>➤ Completing past exam questions</li><li>➤ Practice essay writing</li><li>➤ Producing revision notes and materials in preparation for examination.</li><li>➤ Completing NEA work</li></ul>

	<p>During the study of this unit, students will have the opportunity to:</p> <ul style="list-style-type: none"> <li>➤ Understand of the study of prose using the short story <i>The Destructors</i> and <i>Brick Lane</i></li> <li>➤ Consider narrative structure through <i>The Rotters Club</i>, <i>The Prime of Miss Jean Brodie</i>, <i>A Pair of Blue Eyes</i>, <i>Mrs Bathurst</i>, <i>Vanity Fair</i>, <i>Northanger Abbey</i> and <i>The Lord of the Flies</i></li> <li>➤ Consider setting through: <i>Money</i>, <i>Oliver Twist</i>, <i>Emma</i>, <i>Bleak House</i>, <i>Villette</i> and <i>Women in Love</i></li> <li>• Consider characterisation through: <i>Goodbye to Berlin</i>, <i>Mrs Dalloway</i> and <i>Joseph Andrews</i></li> <li>• Begin to learn to write on an unseen text effectively.</li> </ul>	<p>NB: This will not be the paper used in the assessments.</p> <p><b>The assessments will be marked based upon all of the Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts.</li> <li>➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>➤ Assessment Objective 4: Explore connections across literary texts.</li> <li>➤ Assessment Objective 5: Explore literary texts</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul> <p><b>Optional homework tasks and resources:</b></p> <p><a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a></p> <p><b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p>
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		informed by different interpretations	
<b>Teacher 1</b>  <b>Autumn 1 and 2</b>  <b>15 Wks</b>	<b>A Level Literature: Modern Times Drama</b>  Students develop a historicist approach to the study of the anchor text <i>A Streetcar Named Desire</i>  During the study of this text students will: <ul style="list-style-type: none"> <li>➤ Explore areas of contextual significance for the play</li> <li>➤ Form an initial impression of the play based on character and settings.</li> <li>➤ Develop an understanding of character (focus on Blanche and Stanley)</li> <li>➤ Track the significance of emerging metaphors and symbolism in the play</li> <li>➤ Compare the presentation of Stella and Blanche's attitude in Scene 4.</li> <li>➤ Track Blanche's pattern of behaviour</li> <li>➤ Further interrogate how desire is presented in the play.</li> </ul>	<b>Analytical responses to text (25 marks)</b> Assessment 1: Week 3 – Explore the significance of relationships in the play so far  Assessment 2: Week 7 – Consider the significance of identity in the play  <b>An example paper can be found here:</b> <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF</a>  NB: This will not be the paper used in the assessments.  <b>The assessments will be marked based upon all of the Assessment Objectives:</b> <ul style="list-style-type: none"> <li>➤ Assessment Objective 1: Articulate informed, personal</li> </ul>	<b>Minimum homework expectation - to be set on G4S</b>  360 minutes of compulsory homework per week that will include: <ul style="list-style-type: none"> <li>➤ Planning essay questions</li> <li>➤ Producing thematic revision notes</li> <li>➤ Reading critical analysis to broaden students' breadth of understanding.</li> <li>➤ Creating vocabulary lists</li> <li>➤ Completing past exam questions</li> <li>➤ Practice essay writing</li> <li>➤ Producing revision notes and materials in preparation for examination.</li> <li>➤ Completing NEA work</li> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul> <b>Optional homework tasks and resources:</b>  <a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a>  <a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a>

	<ul style="list-style-type: none"> <li>➤ Understand and interpret Williams' use of dramatic structure.</li> <li>➤ Evaluate the dramatic impact of the climactic scene of the play</li> <li>➤ Analyse the significance of the final scene in the play</li> <li>➤ Draw together the big ideas and impact of the play as a whole.</li> </ul> <p>Whilst undertaking this study, students begin to develop the following skills and concepts:</p> <p><b>Writing:</b> Using a conceptual approach to build a plan Writing about a drama</p>	<p>and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <ul style="list-style-type: none"> <li>➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts.</li> <li>➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>➤ Assessment Objective 4: Explore connections across literary texts.</li> <li>➤ Assessment Objective 5: Explore literary texts informed by different interpretations</li> </ul>	<p><b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p>
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<p><b>Teacher 1</b></p> <p><b>Autumn 1 – Sum 2</b></p> <p><b>39 Wks</b></p> <p><b>1 hr per week</b></p>	<p><b>NEA – Begun in Aut 1 and 1 hour per week dedicated throughout the year until completion in July 2026.</b></p> <p>The Non-Examination Assessment (NEA) component of the AQA A Level English Literature Specification A is a critical and comparative coursework element designed to encourage independent study and personal engagement with literary texts. Worth 20% of the final A Level grade, it requires students to produce a single extended essay (2,500 words) comparing two literary texts, at least one of which must have been written pre-1900. The texts must be chosen independently by the student, with guidance from their teacher, and can be from any genre. The focus is on developing analytical skills through a sustained, comparative critical argument, supported by appropriate references and literary theory where relevant. The NEA offers</p>	<p><b>Assessment 1:</b> Week 4 – Constructing a question/theme</p> <p><b>Assessment 2:</b> Week 6 – Writing of thesis</p> <p><b>The assessments will be marked based upon the following Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts.</li> <li>➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> </ul>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>360 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>➤ Planning essay questions</li> <li>➤ Producing thematic revision notes</li> <li>➤ Reading critical analysis to broaden students' breadth of understanding.</li> <li>➤ Creating vocabulary lists</li> <li>➤ Completing past exam questions</li> <li>➤ Practice essay writing</li> <li>➤ Producing revision notes and materials in preparation for examination.</li> <li>➤ Completing NEA work</li> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul> <p><b>Optional homework tasks and resources:</b></p> <p><a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a></p>
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	<p>students the opportunity to explore themes, contexts, or literary movements of interest, demonstrating their ability to construct a coherent, well-supported critical response.</p>	<ul style="list-style-type: none"> <li>➤ Assessment Objective 4: Explore connections across literary texts.</li> <li>➤ Assessment Objective 5: Explore literary texts informed by different interpretations</li> </ul>	<p><b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p>
<p><b>Teacher 2</b></p> <p><b>Autumn 1 and 2</b></p> <p><b>15 Wks</b></p>	<p><b>A Level Literature: Love Through the Ages Unseen Poetry Preparation</b></p> <p>The aim of this unit is to begin to develop students' understanding of, and responses to the historicist study of poetry through the ages. This will involve close analysis and the ability to compare methods such as technique and narrative structure. In it they develop a critical style and the ability to write analytically about poetry.</p> <p>During the study of this unit, students will have the opportunity to:</p> <ul style="list-style-type: none"> <li>➤ Reading poetry critically</li> <li>➤ Construct and respond to critical views</li> <li>➤ Understand the history, form and impact of the sonnet</li> <li>➤ Understand the cultural and literary importance of</li> </ul>	<p><b>Analytical response to individual poems (25 marks)</b></p> <p><b>An example paper can be found here:</b>  <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2020/november/AQA-77111-QP-NOV20.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2020/november/AQA-77111-QP-NOV20.PDF</a></p> <p>NB: This will not be the paper used in the assessments.</p> <p><b>The assessments will be marked based upon all of the Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> </ul>	<p><b>Minimum homework expectation - to be set on G4S</b>  360 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>➤ Planning essay questions</li> <li>➤ Producing thematic revision notes</li> <li>➤ Reading critical analysis to broaden students' breadth of understanding.</li> <li>➤ Creating vocabulary lists</li> <li>➤ Completing past exam questions</li> <li>➤ Practice essay writing</li> <li>➤ Producing revision notes and materials in preparation for examination.</li> <li>➤ Completing NEA work</li> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul> <p><b>Optional homework tasks and resources:</b>  <a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a></p>



	<p>Shakespeare's sonnet sequence</p> <ul style="list-style-type: none"> <li>➤ Form readings with effective use of details</li> <li>➤ Consider the style and impact of the 'metaphysicals'</li> <li>➤ Introduce and explore examples of poetry from before and after the Civil War and interregnum</li> <li>➤ Analysing detail and linking to meaning</li> <li>➤ Consider the impact of Blake</li> <li>➤ Examine the ideals, style and impact of the Romantics</li> <li>➤ Build comparative arguments</li> <li>➤ Consider the developments of poetry in the Victorian period</li> <li>➤ Consider poetry in the 20th Century</li> </ul> <p>Whilst undertaking this study, students begin to develop the following skills and concepts:</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>➤ Discursive writing</li> <li>➤ Developed responses</li> </ul> <p>Writing perceptively</p>	<ul style="list-style-type: none"> <li>➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts.</li> <li>➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>➤ Assessment Objective 4: Explore connections across literary texts.</li> </ul> <p>Assessment Objective 5: Explore literary texts informed by different interpretations</p>	<p><a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a></p> <p><b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p>
<p><b>Teacher 2</b></p> <p><b>Autumn 1 and 2</b></p> <p><b>15 Wks</b></p>	<p><b>A Level Literature: Modern Times (Continued)</b></p> <p>Students consider modern texts (Post 1945) and start to consider their representations of personal and social identity; changing</p>	<p><b>Analytical response to two texts in style of Unseen Prose element of Paper 2 (25 marks)</b></p> <p><b>An example paper can be found here:</b></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>360 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>➤ Planning essay questions</li> </ul>

	<p>morality and social structure; gender, LGBTQ+, class, race and ethnicity; legacy of war; imperialism, post-imperialism, nationalism. In doing so students:</p> <ul style="list-style-type: none"> <li>➤ Consider the impact of 2nd World War on the style and content of post-war Literature developing an argument through close reference to texts..</li> <li>➤ Evaluate how the crisis of identity in the 20th and early 21st Century is reflected in its Literature</li> <li>➤ Consider how aspects of the changing moral landscape can affect our response to texts.</li> <li>➤ Interrogate representations of gender in modern texts, including queer fiction</li> <li>➤ Explore and expand an understanding of feminism and feminist approaches to criticism of modern literature</li> <li>➤ Understand how political perspectives can impact upon Literature, and consider Marxist approaches to literary criticism</li> <li>➤ Explore how post-imperialist writing develops issues of</li> </ul>	<p><a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF</a></p> <p>NB: This will not be the paper used in the assessments.</p> <p><b>The assessments will be marked based upon all of the Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts.</li> <li>➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Producing thematic revision notes</li> <li>➤ Reading critical analysis to broaden students' breadth of understanding.</li> <li>➤ Creating vocabulary lists</li> <li>➤ Completing past exam questions</li> <li>➤ Practice essay writing</li> <li>➤ Producing revision notes and materials in preparation for examination.</li> <li>➤ Completing NEA work</li> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul> <p><b>Optional homework tasks and resources:</b></p> <p><a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a></p> <p><b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p>
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	<p>race, ethnicity and representation.</p> <p>Whilst undertaking this study, students begin to develop the following skills and concepts:</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>➤ Historicism as an approach to critical reading (AO4)</li> <li>➤ The significance of relevant contexts to the period of writing from 1945 to the present day (AO3)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>➤ Constructing arguments with contextual and historicist foregrounding</li> <li>➤ Planning and preparing an unseen prose answer</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment Objective 4: Explore connections across literary texts.</li> <li>➤ Assessment Objective 5: Explore literary texts informed by different interpretations</li> </ul>	
<p><b>Teacher 2</b></p> <p><b>Autumn 1 and 2</b></p> <p><b>15 Wks</b></p>	<p><b>A Level Literature: Love Through the Ages Poetry</b></p> <p>Students consider the anthology of poetry and start to consider a critical historicist approach where character development, gender and sexuality, religion and morality and social environment and its impact are all explored.</p> <p>In doing so students:</p> <ul style="list-style-type: none"> <li>➤ Respond to, analyse and interpret 'Who so list to hount'</li> </ul>	<p><b>Analytical responses</b></p> <p>Assessment 1: Week 4 – alternative interpretations</p> <p>Assessment 2: Week 6 – 'men are not to be trusted'</p> <p>Assessment 3: Week 9 – discursive paragraph</p> <p>Assessment 4 Week 12 – impact of time on love</p> <p><b>An example paper can be found here:</b></p> <p><a href="https://filestore.aqa.org.uk/samp">https://filestore.aqa.org.uk/samp</a></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>360 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>➤ Planning essay questions</li> <li>➤ Producing thematic revision notes</li> <li>➤ Reading critical analysis to broaden students' breadth of understanding.</li> <li>➤ Creating vocabulary lists</li> <li>➤ Completing past exam questions</li> <li>➤ Practice essay writing</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Respond to critical viewpoints</li> <li>➤ Respond to, analyse and interpret 'Sonnet 116'</li> <li>➤ Focus on an argument while using detail</li> <li>➤ Respond to, analyse and interpret 'The Flea'</li> <li>➤ Develop writing in response to a question</li> <li>➤ Respond to, analyse and interpret 'To His Coy Mistress'</li> <li>➤ Respond to, analyse, interpret and compare 'The Scrutiny' and 'Absent from Thee'</li> <li>➤ Respond to, analyse and interpret 'The Garden of Love'</li> <li>➤ Respond to, analyse and interpret and compare two Romantic poems from the Anthology</li> <li>➤ Respond to, analyse and interpret 'La Belle Dame Sans Merci'</li> <li>➤ Respond to, analyse and interpret 'Remember'</li> <li>➤ Develop discursive writing about the poems</li> <li>➤ Respond to, analyse and interpret the two Hardy poems from the Anthology</li> <li>➤ Respond to, analyse and interpret 'Non Sum Qualis'</li> </ul>	<p><a href="https://www.aqa.org.uk/qualifications/le-papers-and-mark-schemes/2020/november/AQA-77111-QP-NOV20.PDF">le-papers-and-mark-schemes/2020/november/AQA-77111-QP-NOV20.PDF</a></p> <p>NB: This will not be the paper used in the assessments.</p> <p><b>The assessments will be marked based upon all of the Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts.</li> <li>➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Producing revision notes and materials in preparation for examination.</li> <li>➤ Completing NEA work</li> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul> <p><b>Optional homework tasks and resources:</b></p> <p><a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a></p> <p><b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p>
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	<ul style="list-style-type: none"> <li>➤ Using poetic techniques beyond language in writing about poems</li> </ul> <p>Whilst undertaking this study, students begin to develop the following skills and concepts:</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>➤ Historicism as an approach to critical reading (AO4)</li> <li>➤ The significance of relevant contexts to the period of writing from 1945 to the present day (AO3)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>➤ Constructing arguments with contextual and historicist foregrounding</li> </ul> <p>Planning and preparing an answer</p>	<ul style="list-style-type: none"> <li>➤ Assessment Objective 4: Explore connections across literary texts.</li> </ul> <p>Assessment Objective 5: Explore literary texts informed by different interpretations</p>	
<p><b>Teacher 1</b></p> <p><b>Spring 1 and 2</b></p> <p><b>11 Wks</b></p>	<p><b>A Level Literature: Modern Times Poetry</b></p> <p>Students develop a historicist approach to the study of the anchor text <i>Skirrid Hill</i></p> <p>During the study of this text students will focus on:</p> <ul style="list-style-type: none"> <li>➤ How does <i>Marking Time</i> reflect issues of 21st Century life?</li> </ul>	<p><b>Analytical responses to text (25 marks)</b></p> <p>Assessment 1: Week 3 – Relationships essay</p> <p>Assessment 2: Week 7 – Plan</p> <p>Assessment 3: Week 10 – Masculinity essay</p> <p>Assessment 4: Week 13 – Argument</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>360 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>➤ Planning essay questions</li> <li>➤ Producing thematic revision notes</li> <li>➤ Reading critical analysis to broaden students' breadth of understanding.</li> <li>➤ Creating vocabulary lists</li> <li>➤ Completing past exam questions</li> <li>➤ Practice essay writing</li> </ul>

	<ul style="list-style-type: none"> <li>➤ What picture of modern love do we get from the relationship sequence in <i>Show</i>?</li> <li>➤ What picture of modern love do we get from the relationship sequence in <i>Valentin</i>, <i>Winter Swans</i> and <i>Night Windows</i>?</li> <li>➤ How is the idea of modern love developed further in the collection looking closely at <i>Keyways</i>, <i>Landmark</i>, <i>Four Movements</i> and <i>Song</i>?</li> <li>➤ How is the idea of modern love developed further in the collection?</li> <li>➤ What picture of femininity does Sheers create in <i>Amazon</i>, <i>On Going</i> and <i>LA Evening</i>?</li> <li>➤ What picture of masculinity does Sheers create in <i>Joseph Jones</i>, <i>The Steelworks</i>, <i>Drinking with Hitler</i>, <i>Late Spring</i>, <i>The Farrier</i>, <i>The Fishmonger</i>, <i>Stitch in Time</i>, <i>Shadow Man</i>?</li> <li>➤ What ideas are established by the opening of the book focussing on <i>Last Act</i>?</li> <li>➤ What picture of war does Sheers create focussing on</li> </ul>	<p>Assessment 5: Week 15 – ‘Time heals all things’</p> <p><b>An example paper can be found here:</b>  <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF</a></p> <p>NB: This will not be the paper used in the assessments.</p> <p><b>The assessments will be marked based upon all of the Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Producing revision notes and materials in preparation for examination.</li> <li>➤ Completing NEA work</li> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul> <p><b>Optional homework tasks and resources:</b></p> <p><a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a></p> <p><b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p>
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	<p><i>Mametz Wood, Liable to Floods and Happy Accidents?</i></p> <ul style="list-style-type: none"> <li>➤ How the significance of family is introduced with a focus on <i>Inheritance, Farther</i> and <i>Trees Equations</i>?</li> <li>➤ What picture of childhood does Sheers create in <i>Border Country, Hedge School</i> and <i>Y Gaer (Hill Fort)</i>?</li> <li>➤ How does Sheers portray age in <i>Under the Superstition, Mountains</i> and <i>The Wake</i>?</li> <li>➤ How does Sheers present his home country in <i>Flag</i> and <i>History</i>?</li> </ul> <p>Exploring the ending and the shape of the collection as a whole looking at <i>Skirrid Fawr</i>.</p>	<ul style="list-style-type: none"> <li>➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts.</li> <li>➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>➤ Assessment Objective 4: Explore connections across literary texts.</li> <li>➤ Assessment Objective 5: Explore literary texts informed by different interpretations</li> </ul>	
<p><b>Teacher 2</b></p> <p><b>Spring 1 and 2</b></p>	<p><b>A Level Literature: Modern Times Prose</b></p>	<p><b>Analytical responses to text (25 marks)</b></p> <p>Assessment 1: Week 5 – Constructing arguments</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>360 minutes of compulsory homework per week that will include:</p>

<p><b>11 Wks</b></p>	<p>Students develop a historicist approach to the study of the anchor text <i>Oranges are Not the Only Fruit</i>.</p> <p>During the study of this text students will:</p> <ul style="list-style-type: none"> <li>➤ Develop an understanding of the text's opening chapter and get used to its post-modern style of narrative.</li> <li>➤ Continue to develop understanding and analytical abilities, leading into individual preparation work on a section of the novel.</li> <li>➤ Cultivate an individual close reading and analytical abilities.</li> <li>➤ Understand the fantasy narrative and its role in the novel.</li> <li>➤ Examine the change in tone and portrayal of internal and external conflict.</li> <li>➤ Explore the deepening of the psychological portrayal of the interior voice.</li> <li>➤ Interpret Winterson's key ideas and messages.</li> </ul>	<p>Assessment 2: Week 6 – Consider the significance of identity in the novel</p> <p><b>An example paper can be found here:</b>  <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF</a></p> <p>NB: This will not be the paper used in the assessments.</p> <p><b>The assessments will be marked based upon all of the Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Planning essay questions</li> <li>➤ Producing thematic revision notes</li> <li>➤ Reading critical analysis to broaden students' breadth of understanding.</li> <li>➤ Creating vocabulary lists</li> <li>➤ Completing past exam questions</li> <li>➤ Practice essay writing</li> <li>➤ Producing revision notes and materials in preparation for examination.</li> <li>➤ Completing NEA work</li> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul> <p><b>Optional homework tasks and resources:</b></p> <p><a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a></p> <p><b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p>
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	<p>Whilst undertaking this study, students begin to develop the following skills and concepts:</p> <p><b>Reading:</b> Developing a coherent and thorough response (Band 4)</p> <p><b>Writing:</b> Developing arguments that set up complex answers Incorporating more complex prose elements into written answers</p>	<ul style="list-style-type: none"> <li>➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts.</li> <li>➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>➤ Assessment Objective 4: Explore connections across literary texts.</li> <li>➤ Assessment Objective 5: Explore literary texts informed by different interpretations</li> </ul>	
<p><b>Teacher 2</b></p> <p><b>Spring 1 and 2</b></p> <p><b>11 Wks</b></p>	<p><b>A Level Literature: Love Through the Ages Prose</b></p> <p>Students develop a historicist approach to the study of the anchor text <i>The Great Gatsby</i>.</p>	<p><b>Analytical responses to text (25 marks)</b></p> <p>Assessment 1: Week 5 – Constructing arguments</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>360 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>➤ Planning essay questions</li> </ul>

	<p>Students consider the text of poetry and start to consider a critical historicist approach where character development, gender and sexuality, religion and morality and social environment and its impact are all explored.</p> <p>During the study of this text students focus on:</p> <ul style="list-style-type: none"> <li>➤ How Fitzgerald establishes the philosophical and moral heart of the novel?</li> <li>➤ Continue to develop understanding and analytical abilities, leading into individual preparation work on a section of the novel.</li> <li>➤ Cultivate an individual close reading and analytical abilities.</li> <li>➤ Understand the fantasy narrative and its role in the novel.</li> <li>➤ Examine the change in tone and portrayal of internal and external conflict.</li> <li>➤ Explore the deepening of the psychological portrayal of the interior voice.</li> <li>➤ Interpret Winterson's key ideas and messages.</li> </ul>	<p>Assessment 2: Week 6 – Consider the significance of identity in the novel</p> <p><b>An example paper can be found here:</b>  <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF</a></p> <p>NB: This will not be the paper used in the assessments.</p> <p><b>The assessments will be marked based upon all of the Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Producing thematic revision notes</li> <li>➤ Reading critical analysis to broaden students' breadth of understanding.</li> <li>➤ Creating vocabulary lists</li> <li>➤ Completing past exam questions</li> <li>➤ Practice essay writing</li> <li>➤ Producing revision notes and materials in preparation for examination.</li> <li>➤ Completing NEA work</li> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul> <p><b>Optional homework tasks and resources:</b></p> <p><a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a></p> <p><b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p>
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	<p>Whilst undertaking this study, students begin to develop the following skills and concepts:</p> <p><b>Reading:</b> Developing a coherent and thorough response (Band 4)</p> <p><b>Writing:</b> Developing arguments that set up complex answers Incorporating more complex prose elements into written answers</p>	<ul style="list-style-type: none"> <li>➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts.</li> <li>➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>➤ Assessment Objective 4: Explore connections across literary texts.</li> <li>➤ Assessment Objective 5: Explore literary texts informed by different interpretations</li> </ul>	
<p><b><u>Teacher 1 and 2</u></b></p> <p><b>Spring 1 until</b></p>	<p>Bespoke revision for progression exams</p> <ul style="list-style-type: none"> <li>➤ By this point of the year students will have a comprehensive knowledge of</li> </ul>	<p><b>Analytical responses to text (25 marks)</b> Assessment 1: Week 3 – Exam Style Question</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>360 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>➤ Planning essay questions</li> </ul>

<p><b>Progression Exams</b></p>	<p>the plots of their literature texts as well as beneficial approaches to extended responses. They will continue to develop their skills in writing, refining their drafting skills and developing resilience to write at length. Teachers will adapt their teaching to the specific needs of their groups which allows them to hone the skills of specific assessment objectives. Students will build on their ability to make an informed personal response to exam style questions where they will refine their ability to identify and interpret themes, ideas and information from set texts as well as unseen ones.</p>	<p>Assessment 2: Week 10 – Exam Style Question</p> <p>Full Exam Paper 1 and 2</p> <p><b>An example paper can be found here:</b>  <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF</a></p> <p>And  <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2020/november/AQA-77111-QP-NOV20.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2020/november/AQA-77111-QP-NOV20.PDF</a></p> <p>NB: These will not be the papers used in the assessments.</p> <p><b>The assessments will be marked based upon all of the Assessment Objectives:</b></p>	<ul style="list-style-type: none"> <li>➤ Producing thematic revision notes</li> <li>➤ Reading critical analysis to broaden students' breadth of understanding.</li> <li>➤ Creating vocabulary lists</li> <li>➤ Completing past exam questions</li> <li>➤ Practice essay writing</li> <li>➤ Producing revision notes and materials in preparation for examination.</li> <li>➤ Completing NEA work</li> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul> <p><b>Optional homework tasks and resources:</b></p> <p><a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a></p> <p><b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p>
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