

INTENT at KS5

A-level English Literature **expands** and **extends** the **knowledge** and **understanding** realised at KS4 by our students. Reading, writing and **critically thinking** about literary texts, across time and genres, gives students the confidence to **debate** using reasoned argument gathered from **in-depth analysis** and **independent** research.

Our ambitious curriculum **challenges** students to become **thoughtful, reflective** readers, who are self-assured in offering **insightful** written and spoken observations on poetry, fiction and drama texts.

The texts foster **compassion** and **empathy**, which in turn encourages students to be **responsible** and **understanding of** people who live in difficult circumstances of inequality and intolerance.

The course is **inclusive**, all students become **resourceful and resilient**, which is a valuable **life skill**. At the end of the course the students' **self-esteem** and **pride**, at completing a highly rated A-level, gives them confidence to face their **next steps** post KS5.

Term	Topics Covered	Resources
Autumn Term 1 (8weeks)	<p>Theme of Love Through the Ages</p> <ul style="list-style-type: none"> An introduction to the theme of love and how it has been presented in literature throughout history. An exploration of love in literary texts begins with the theme of love in unseen poetry. Students read, discuss and analyse poetry they are unfamiliar with. <p>Texts in Shared Contexts</p> <ul style="list-style-type: none"> Students will be introduced to some of the key features of post 1945 literature and the contexts that influenced writers at that time. An introduction to unseen prose. An analysis of postmodern literature is achieved by focusing on features of prose unfamiliar to students. Reading of a rich variety of texts written after 1945. <p>End of Module Assessment</p>	<p>PPTs and documents on Teams</p> <p>MASSOLIT</p> <p>BBC Sounds</p>
Autumn Term 2 (7 weeks)	<p>Love Through the Ages</p> <ul style="list-style-type: none"> An introduction to the Pre-1900 Anthology of Love Poems spanning from the 16th to late 18th century. Attitudes to love are explored alongside the context of the time in which they were penned, to determine the way love has been depicted over time. <p>Texts in Shared Contexts</p> <ul style="list-style-type: none"> AQA set postmodern text, Spies by Michael Frayn. The novel is studied over two terms looking in detail at plotline, characterisation, theme and context. Critical thinking, writing analytically and speaking to raise awareness of different approaches and viewpoints. <p>End of Module Assessment</p>	<p>AQA Anthology of Love Poetry Through the Ages: Pre-1900</p> <p>Spies by Michael Frayn</p> <p>PPTs and documents on Teams</p> <p>MASSOLIT</p> <p>BBC Sounds</p> <p>PPTs and documents on Teams</p>
Spring Term 1 (7 weeks)	<p>Love Through the Ages</p> <ul style="list-style-type: none"> Set text, Atonement by Ian McEwan, Part 1 of this 2001 novel is read, discussed and critically analysed in relation to the theme of relationships and love. Set before and during World War II, love, relationships and class are explored in the context of the 1930s. <p>Texts in Shared Contexts</p> <ul style="list-style-type: none"> Continued study of Spies by Michael Frayn. Plotline, characterisation, theme and context is assessed as the writing moves towards its finale. How far is Frayn's statement, 'Everything is as it was, and everything has changed' true? Development of critical thinking, writing analytically and speaking to raise awareness of different approaches and viewpoints of the novel as a whole. <p>End of Module Assessment</p>	<p>Atonement by Ian McEwan</p> <p>Spies by Michael Frayn</p> <p>PPTs and documents on Teams</p> <p>MASSOLIT</p> <p>BBC Sounds</p> <p>PPTs and documents on Teams</p>
Spring Term 2 (6 weeks)	<p>Love Through the Ages</p> <ul style="list-style-type: none"> A focus on Part 2 of set text Atonement by Ian McEwan. The text is discussed and critically analysed in relation to the theme of relationships, love and class in the contexts of the 1930s, 1940s and the present. Development of critically thinking, speaking and writing analytically about Atonement using the text as a whole. Comparison of two texts: students begin to compare the ways in which the theme of love is depicted in the Pre-1900 Poetry Anthology and in Atonement. 	<p>Atonement by Ian McEwan</p> <p>Cat on a Hot Tin Roof by Tennessee Williams</p> <p>MASSOLIT</p>

	<p>Texts in Shared Contexts</p> <ul style="list-style-type: none"> Set drama text, <i>Cat on a Hot Tin Roof</i>, is launched, there is a focus on the influences and context of Tennessee Williams' life. The play is read, discussed and analysed as it is read in class. At least one adaptation of the play will be watched. Analysis of form, language and structure. Discussion of how key parts of the text interrelate and how opposing views are presented as a focus of conflict. <p>End of Module Assessment</p>	<p>BBC Sounds</p> <p>PPTs and documents on Teams</p>
Summer Term 1	<p>Love Through the Ages</p> <ul style="list-style-type: none"> Students revisit and reassess the studied poems of the Pre 1900 Anthology of Love. The rest of the poems in the Pre-1900 Anthology are read and critically analysed, continually making links with the novel <i>Atonement</i>. Development of analytical comparative writing of <i>Atonement</i> and the poems in the Pre-1900 Anthology. <p>Texts in Shared Contexts</p> <ul style="list-style-type: none"> <i>Cat on a Hot Tin Roof</i> is compared with Michael Frayn's <i>Spies</i>. Students develop an understanding of the similarities between postmodern texts of different genres and appreciate how McEwan and Williams explore similar themes. <p>End of Year Summer Mock Examination</p>	<p><i>Atonement</i> by Ian McEwan AQA Anthology of Love Poetry Through the Ages: Pre-1900</p> <p><i>Spies</i> by Michael Frayn</p> <p><i>Cat on a Hot Tin Roof</i> by Tennessee Williams</p> <p>PPTs and documents on Teams</p> <p>MASSOLIT</p> <p>BBC Sounds</p> <p>PPTs and documents on Teams</p>
Summer Term 2	<p>Love Through the Ages</p> <ul style="list-style-type: none"> Revision for end of year assessments. Introduction to the non-examined assessment (NEA), which is a comparative study of two texts, one pre-1900 and one post-1900. Students choose their texts and a theme to debate; they begin to read and critically analyse in respect of their theme. <p>Texts in Shared Contexts:</p> <ul style="list-style-type: none"> Students revisit and re-evaluate the work completed in the first year of this A-level course. Unseen poetry, unseen prose, <i>Spies</i>, <i>Cat on a Hot Tin Roof</i> and the anthology of poems are critically analysed within the overarching theme of <i>Love Through the Ages</i>. <p>End of Module Assessment</p>	<p><i>Spies</i> by Michael Frayn</p> <p><i>Cat on a Hot Tin Roof</i> by Tennessee Williams</p> <p>PPTs and documents on Teams</p> <p>MASSOLIT</p> <p>BBC Sounds</p> <p>PPTs and documents on Teams</p>

Subject Area: A-level English Literature Year 13

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Term	Topics Covered	Resources
Autumn Term 1 (8 weeks)	<p>Love Through the Ages</p> <ul style="list-style-type: none"> The NEA, begun in the summer term, continues apace with students undertaking in-depth research and a formulating a detailed plan for the 2500-word comparison essay. An introduction to Shakespeare’s famous play Othello. There is a focus on context and a reflection of how love is depicted in Shakespeare’s time. This is a stand-alone text, students are not required to compare it to another text. <p>Texts in Shared Contexts</p> <ul style="list-style-type: none"> Set text, <i>Feminine Gospels</i> by Carol Ann Duffy, this poetry collection is read, analysed and critically evaluated. The context of the text and Duffy’s influences are explored. <p>End of Module Assessment</p>	<p><i>Othello</i> by William Shakespeare</p> <p><i>Feminine Gospels</i> by Carol Ann Duffy</p> <p>MASSOLIT</p> <p>BBC Sounds</p> <p>PPTs and documents on Teams</p>
Autumn Term 2 (7 weeks)	<p>Love Through the Ages</p> <ul style="list-style-type: none"> Continued study of Othello, the whole play is read. Throughout students, discuss and evaluate how love and relationships develop and collapse. Continued work on NEAs. Further reading, researching, and planning for the essay. The deadline is at the beginning of the spring term. <p>Texts in Shared Contexts</p> <ul style="list-style-type: none"> Continued focus on <i>Feminine Gospels</i>. In the 21 poems Duffy explores women’s experiences through time and female identity. Students consider how Duffy creates meaning in her poetry and the themes and methods she employs throughout the collection. Students are challenged to identify common themes and methods employed by Duffy, as they study more of the poems in the collection. <p>November Mock Examination Assessment</p>	<p><i>Othello</i> by William Shakespeare</p> <p><i>Feminine Gospels</i> by Carol Ann Duffy</p> <p>MASSOLIT</p> <p>BBC Sounds</p> <p>PPTs and documents on Teams</p>
Spring Term 1 (7 weeks)	<p>Love Through the Ages</p> <ul style="list-style-type: none"> Students submit the final draft of their NEA in the form of a 2500 word comparative essay, with detailed bibliography. Othello is studied by focusing on detailed extracts from key scenes. Students discuss, analyse and critically evaluate how language, form and structure depict how love and relationships develop over the course of the play. <p>Texts in Shared Contexts</p> <ul style="list-style-type: none"> Carol Ann Duffy’s poetry collection, <i>Feminine Gospels</i> is completed. Discussion and debate help students develop in their ability to write about the overarching themes and features that Duffy employs, which explore the experiences of women throughout time. Development of critically thinking, writing analytically and debating ideas. <p>End of Module Assessment</p>	<p><i>Othello</i> by William Shakespeare</p> <p><i>Feminine Gospels</i> by Carol Ann Duffy</p> <p>MASSOLIT</p> <p>BBC Sounds</p> <p>PPTs and documents on Teams</p>

<p>Spring Term 2 (6 weeks)</p>	<p>Love Through the Ages</p> <ul style="list-style-type: none"> • Deep in-depth revision begins, students will revise the different components of the love and relationships module, which includes unseen poetry, Atonement, Othello, and the Pre 1900 Poetry Anthology. Use of past paper questions to develop analytical responses. <p>Texts in Shared Contexts</p> <ul style="list-style-type: none"> • Revision of the texts Spies, Cat on a Hot Tin Roof and Feminine Gospels. • Consolidation of writing skills required for successful analytical responses in the unseen prose part of the examination. <p>Exam Practice using Past Papers</p>	<p><i>Atonement</i> by Ian McEwan <i>AQA Anthology of Love Poetry Through the Ages: Pre-1900</i> <i>Othello</i> by William Shakespeare</p> <p><i>Spies</i> by Michael Frayn <i>Cat on a Hot Tin Roof</i> by Tennessee Williams <i>Feminine Gospels</i> by Carol Ann Duffy</p>
<p>Summer Term 1</p>	<p>Love Through the Ages</p> <ul style="list-style-type: none"> • Further detailed revision of Othello, Atonement, Othello and the Pre 1900 Poetry Anthology: developed analysis of contexts, themes, characterisation, form and structure. • Further assessment of Spies, Cat on a Hot Tin Roof, Feminine Gospels and unseen prose. • Comparative analytical links developed between Atonement and Pre-1900 poetry. Writing comparatively is further consolidated and developed. • Final preparation for answering examination style questions on all texts. <p>Texts in Shared Contexts</p> <ul style="list-style-type: none"> • Comparison links of Cat on a Hot Tin Roof and Spies. Comparison skills are consolidated and developed. • Feminine Gospels: form, structure, context, themes and characters are revisited, examined and assessed. • Practice papers examples of comparative unseen prose questions.. • Final preparation for answering examination style questions on all texts. <p>Terminal Examinations - Summer Series</p>	<p>MASSOLIT</p> <p>BBC Sounds</p> <p>PPTs and documents on Teams</p>