**Gateacre English Department Year 12 EDUQAS A level English Literature Curriculum 2023/24**

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|  | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
| Syllabus Element | **Teacher 1:** **Component 1, section B**  **Poetry post-1900**  *Carol Ann Duffy, Mean Time*  **Teacher 2: Component 2, Section B: Drama**  **Text 1** *A Streetcar Named Desire,* Tennessee Williams  **Teacher 3: Component 3**  ***Section B: Unseen poetry*** | **Teacher 1: Component 1, Section B**  **Poetry post-1900**  Carol Ann Duffy, *Mean Time*  **Teacher 2: Component 2, Section B: Drama**  **Text 1** *A Streetcar Named Desire,* Tennessee Williams  **Teacher 3: Component 4 NEA Prose Study, *The Remains of the Day,* Kazuo Ishiguro** | **Teacher 1:** **Component 1, section B**  **Poetry post-1900**  *Philip Larkin, The Whitsun Wedding*  **Teacher 2: Component 2, Section B: Drama**  **Text 2** *The Duchess of Malfi,* John Webster  **Teacher 3: Component 4 NEA Prose Study, *The Remains of the Day,* Kazuo Ishiguro** | **Teacher 1: Component 1, section B**  **Poetry post-1900**  *Philip Larkin, The Whitsun Wedding*  **Teacher 2: Component 2, Section B: Drama**  **Text 2** *The Duchess of Malfi,*John Webster  **Teacher 3: Component 4 NEA Prose Study, *The Remains of the Day,* Kazuo Ishiguro** | **Teacher 1: Component 1, section B**  **Poetry post-1900**  **Teacher 2: Component 2, Section B: Drama**  **Text 2** *The Duchess of Malfi,*John Webster  **Teacher 3: Component 4 NEA Prose Study,** *Atonement,* Ian McEwan | **Teacher 1:**  **Component 3**  ***Section A: Unseen prose***  **Teacher 2: *Component 4 Prose Study***  **NEA Research and Planning**  **Teacher 3: Component 4 NEA Prose Study,** *Atonement*, Ian McEwan |
| Knowledge | * Knowledge of how meanings are shaped in poetry and drama texts and the ways writers adapt structure, form and language in poetry for effect * Knowledge of the cultural and contextual influences on readers and writers * A range of literary concepts and terminology * The principles and conventions of drama and dramatic verse * Different interpretations of literary texts, including, where relevant, critical interpretation. * quotations from and references to texts and sources * Academic style and register | * Knowledge of how meanings are shaped in poetry and drama texts and the ways writers adapt structure, form and language in poetry for effect * Knowledge of the cultural and contextual influences on readers and writers * A range of literary concepts and terminology * The principles and conventions of drama and dramatic verse * Different interpretations of literary texts, including, where relevant, critical interpretation. * quotations from and references to texts and sources * Academic style and register | * Knowledge of how meanings are shaped in poetry, drama & prose texts and the ways writers adapt structure, form and language in poetry for effect * Knowledge of the cultural and contextual influences on readers and writers * A range of literary concepts and terminology * The principles and conventions of drama and dramatic verse * Different interpretations of literary texts, including, where relevant, critical interpretation. * quotations from and references to texts and sources * Academic style and register * Knowledge and understanding of ways in which texts relate to one another and to literary traditions, movements and genres; * the significance of different cultural and contextual influences in relation to texts. | * Knowledge of how meanings are shaped in poetry, drama & prose texts and the ways writers adapt structure, form and language in poetry for effect * Knowledge of the cultural and contextual influences on readers and writers * A range of literary concepts and terminology * The principles and conventions of drama and dramatic verse * Different interpretations of literary texts, including, where relevant, critical interpretation. * quotations from and references to texts and sources * Academic style and register * Knowledge and understanding of ways in which texts relate to one another and to literary traditions, movements and genres; * the significance of different cultural and contextual influences in relation to texts. | * Knowledge of how meanings are shaped in poetry, drama & prose texts and the ways writers adapt structure, form and language in poetry for effect * Knowledge of the cultural and contextual influences on readers and writers * A range of literary concepts and terminology * The principles and conventions of drama and dramatic verse * Different interpretations of literary texts, including, where relevant, critical interpretation. * quotations from and references to texts and sources * Academic style and register * Knowledge and understanding of ways in which texts relate to one another and to literary traditions, movements and genres; * the significance of different cultural and contextual influences in relation to texts; * Relevant thematic, contextual and stylistic connections and contrasts. | * Knowledge of how meanings are shaped in poetry, drama & prose texts and the ways writers adapt structure, form and language in poetry for effect * Knowledge of the cultural and contextual influences on readers and writers * A range of literary concepts and terminology * The principles and conventions of drama and dramatic verse * Different interpretations of literary texts, including, where relevant, critical interpretation. * quotations from and references to texts and sources * Academic style and register * Knowledge and understanding of ways in which texts relate to one another and to literary traditions, movements and genres; * the significance of different cultural and contextual influences in relation to texts; * Relevant thematic, contextual and stylistic connections and contrasts. |
| Skills | The ability to:   * read widely; * critically engage with a range of poetry from different times; * develop techniques of analysis and evaluation; * debate alternative ideas about a text and consider multiple readings; * identify and consider how attitudes and values are expressed in texts * use coherent written expression | The ability to:   * read widely; * critically engage with a range of poetry from different times; * develop techniques of analysis and evaluation; * debate alternative ideas about a text and consider multiple readings; * identify and consider how attitudes and values are expressed in texts * use coherent written expression. | The ability to:   * to read texts in a variety of ways and respond critically and creatively; * communicate fluently, accurately and effectively knowledge, understanding and judgement of texts; * use literary critical concepts and terminology with understanding and discrimination; * explore comparisons and contrasts between texts, establishing links and relationships; * identify and consider how attitudes and values are expressed in texts; * show understanding of the cultural and contextual influences on readers and writers; * draw understanding of different interpretations in responding to and evaluating texts; * adopt a clear and appropriate academic style and register; * use quotations and references accurately from texts and sources. | The ability to:   * to read texts in a variety of ways and respond critically and creatively; * communicate fluently, accurately and effectively knowledge, understanding and judgement of texts; * use literary critical concepts and terminology with understanding and discrimination; * explore comparisons and contrasts between texts, establishing links and relationships; * identify and consider how attitudes and values are expressed in texts; * show understanding of the cultural and contextual influences on readers and writers; * draw understanding of different interpretations in responding to and evaluating texts; * adopt a clear and appropriate academic style and register; * use quotations and references accurately from texts and sources. | The ability to:   * pursue wider reading during the course; * undertake independent and sustained study of literary texts; * undertake research in exploring contextual factors that have helped shape the production and reception of texts, including literary traditions of texts; * Select material that is culturally, personally and academically relevant; * research other interpretations of texts. | The ability to:   * pursue wider reading during the course; * undertake independent and sustained study of literary texts; * undertake research in exploring contextual factors that have helped shape the production and reception of texts, including literary traditions of texts; * select material that is culturally, personally and academically relevant; * research other interpretations of texts. * explore connections and comparisons between texts in greater depth and detail; * plan, draft and edit work. |
| Teacher assessment | Class discussion  Short class room activities  Detailed annotation of set texts  On-going note taking  Regular exam style questions | Class discussion  Short class room activities  Detailed annotation of set texts  On-going note taking  Regular exam style questions | Class discussion  Short class room activities  Detailed annotation of set texts  On-going note taking  Regular exam style questions | Class discussion  Short class room activities  Detailed annotation of set texts  On-going note taking  Regular exam style questions | Class discussion  Short class room activities  Detailed annotation of set texts  On-going note taking  Regular exam style questions | Class discussion  Short class room activities  Detailed annotation of set texts  On-going note taking  Regular exam style questions  Feedback on NEA planning and drafting |
| Interleaving | 5 a-day  AO frameworks and literary terminology | 5 a-day  AO frameworks and literary terminology | 5 a-day  AO frameworks and literary terminology | 5 a-day  AO frameworks and literary terminology | 5 a-day  AO frameworks and literary terminology | 5 a-day  Linguistic frameworks and terminology |
| Rationale & sequencing | We begin with the most recent and accessible texts in order to establish confidence with frameworks for literary analysis and application of literary terminology. These underpin the study of literary texts and the mode of assessment for the course. | Continued development of the application of frameworks for literary analysis and application of literary terminology. | Reinforcement of the application of the frameworks for literary analysis and application of literary terminology. Comparative analysis is introduced with the study of the second texts for Poetry post-1900 and drama. | Reinforcement of the application of the frameworks for literary analysis and application of literary terminology. Comparative analysis is developed with the continued study of the second texts for Poetry post-1900 and drama. | Consolidation of the application of the frameworks for literary analysis and application of literary terminology. | Preparing to apply knowledge of literary analysis to individual, autonomous academic study with the introduction of planning for the NEA |
| Cultural capital | Knowledge of the literary canon  The role of literature in British and World Cultures  Experience of seminal literary texts through reading, film and live performance (where possible)  Appreciation of literature as a vehicle for sharing personal experiences and exploring ideas and social issues. | Knowledge of the literary canon  The role of literature in British and World Cultures  Experience of seminal literary texts through reading, film and live performance (where possible)  Appreciation of literature as a vehicle for sharing personal experiences and exploring ideas and social issues. | Knowledge of the literary canon  The role of literature in British and World Cultures  Experience of seminal literary texts through reading, film and live performance (where possible)  Appreciation of literature as a vehicle for sharing personal experiences and exploring ideas and social issues. | Knowledge of the literary canon  The role of literature in British and World Cultures  Experience of seminal literary texts through reading, film and live performance (where possible)  Appreciation of literature as a vehicle for sharing personal experiences and exploring ideas and social issues. | Knowledge of the literary canon  The role of literature in British and World Cultures  Experience of seminal literary texts through reading, film and live performance (where possible)  Appreciation of literature as a vehicle for sharing personal experiences and exploring ideas and social issues. | Knowledge of the literary canon  The role of literature in British and World Cultures  Experience of seminal literary texts through reading, film and live performance (where possible)  Appreciation of literature as a vehicle for sharing personal experiences and exploring ideas and social issues. |
| Careers Links | Literacy  Effective communication in writing  Higher order thinking skills  Rhetorical crafting  Developing lines of argument – Legal professions  Empathy | Literacy  Effective communication in writing  Higher order thinking skills  Rhetorical crafting  Developing lines of argument – Legal professions  Empathy | Literacy  Effective communication in writing  Higher order thinking skills  Rhetorical crafting  Developing lines of argument – Legal professions  Empathy | Literacy  Effective communication in writing  Higher order thinking skills  Rhetorical crafting  Developing lines of argument – Legal professions  Empathy | Literacy  Effective communication in writing  Higher order thinking skills  Rhetorical crafting  Developing lines of argument – Legal professions  Empathy | Literacy  Effective communication in writing  Higher order thinking skills  Rhetorical crafting  Developing lines of argument – Legal professions  Journalism  Editing and publishing  Presentation skills  Empathy |