

## Year 12 and 13 English Literature Curriculum Rationale

We offer a varied programme of study that allows students to explore a variety of ethical, social and emotional topics that cover a range of genres and eras whilst still being timely and relevant. We have chosen texts that are relatable to students in theme, characterisation and story: they are exposed to a variety of voices, cultures and histories that promote their personal development and understanding of the world. There is more detailed explanation of the rationale for each choice on a separate document.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
<b>Poetry of the Decade</b>	Poetic methods, empathy, comparative skills, interpreting unseen texts independently, essay writing skills	Poems are generally paired per week to develop similar thematic connections. There is a week with an independent project and some consolidation lessons including more focus on unseen poems near the end.	2 comparative analytical essays – one between two studied poems; one between an unseen and a studied poem.	SPAG and high levels of literacy required for analytical essays. Exploration of lots of different social and moral issues and varied contexts.	Analysing – use of methods and creation of meaning Confidence – interpreting unseen poems. Linking - developing comparisons between poems. Concern for society – awareness of different social and moral issues seen from a variety of perspectives.	Academic reading Massolit lectures Study guides Quizlet Wider reading Wider watching Podcasts Trip (poetry conference if we can get tickets this year)
<b>The Handmaid's Tale</b>	Social and historical context of the novel, dystopian and speculative genre, narrative method and structure, linguistic and literary terminology, character development,		2 analytical essays exploring themes or characters and connected to the wider topic genre of society and science.	SPAG and high levels of literacy required for analytical essays. Exploration of lots of different social and moral issues and political and historical	Analysing – use of methods and creation of meaning Confidence – interpreting a complex and demanding narrative. Concern for society – awareness of different social and moral issues	Academic reading Massolit lectures Study guides Quizlet Wider reading Seneca

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
	thematic study, meta-textuality and literary allusion, understanding critical or academic perspectives, essay writing skills			contexts – especially with the speculative element.	and how these issues are still very relevant today.	
<b>Christina Rossetti</b>	Poetic methods, developing empathy with regards to attitudes to: women, gender roles, religion, faith, and propriety. Interpreting texts independently, essay writing skills	We begin working through some historical and biographical context then move onto her largest and most famous poem; we then proceed through the rest of the collection grouping the poems around themes and styles.	2 analytical essays – analysing the treatment of a theme in two poems from the collection.  Summer Y12 PPE will be Papers 2 and 3 (Prose and Poetry)	SPAG and high levels of literacy required for analytical essays. Exploration of lots of different social, moral, religious and societal issues within a literary and historical context.	Analysing – use of methods and creation of meaning Confidence – interpreting demanding poems. Linking - developing connections between context and poems. Concern for society – awareness of different social and moral issues seen from a variety of perspectives.	Academic reading Massolit lectures Study guides Quizlet Wider reading
<b>Frankenstein</b>	Social and historical context of the novel, science fiction genre, narrative method and structure, linguistic and literary terminology,		2 analytical essays – the first exploring themes or characters and connected to the wider topic genre of society and science;	SPAG and high levels of literacy required for analytical and comparative essays. Exploration of	Linking - developing comparisons between two novels. Analysing – use of methods and creation of meaning	Academic reading Massolit lectures Study guides Quizlet Wider reading Seneca

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
	character development, thematic study, meta-textuality and literary allusion, understanding critical or academic perspectives, essay writing skills, comparison skills		the second comparing the two prose texts.  Summer Y12 PPE will be Papers 2 and 3 (Prose and Poetry)	different social and moral issues within specific historical contexts.	Confidence – interpreting a complex and demanding narrative. Concern for society – awareness of different social and moral issues and how these issues are still very relevant today.	
<b>A Streetcar Named Desire</b>	Social and historical context of the play, Southern gothic, plastic theatre, Williams' life, dramatic method and structure, tragic genre, character development, thematic study, literary allusion, understanding critical or academic perspectives, essay writing skills	Introduction, context, specific genre, play read through, characters, dramatic methods, structure, genre comparison, critical reception	2 analytical essays exploring themes or characters and connected to the genre of drama and tragedy.	SPAG and high levels of literacy required for analytical essays. Exploration of different social and moral issues within specific historical contexts.	Analysing – use of dramatic methods and creation of meaning Confidence – developing confidence with understanding of genre and form. Concern for society – awareness of different social and moral issues and how these issues are still relevant today.	Academic reading Massolit lectures Study guides Quizlet Wider reading Wider watching Podcasts Trip (to the theatre hopefully) Seneca
<b>Othello</b>	Social and historical context of the play, critical perspectives,	Context Plot Critics	In Y13: 2 analytical essays exploring themes or	SPAG and high levels of literacy required for	Analysing – use of dramatic methods and creation of meaning	Academic reading Massolit lectures Study guides

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
	classical tragedy genre, literary roots of the story, dramatic method and structure, tragic genre, character development, thematic study, literary allusion, essay writing skills	Key methods Exploration of the play	characters and connected to the genre of drama and tragedy; this will include use of critical perspectives.  PPE in Y13	analytical and critical essays. Exploration of different social and moral issues within specific historical contexts.	Confidence – developing confidence with understanding of genre, form and critical perspectives. Concern for society – awareness of different social and moral issues, contextual beliefs and how these issues are still relevant today.	Quizlet Wider reading Wider watching Podcasts Trip (to the theatre hopefully)
<b>NEA - Rebecca</b>	Social and historical context of the novel, critical perspectives, Gothic genre, narrative method and structure, character development, thematic study, literary allusion, essay writing skills, research skills, developing comparative theses, independent study of secondary text		In Y13: submit NEA proposal and drafts.	SPAG and high levels of literacy required for analytical and comparative coursework. Exploration of different social and moral issues within specific historical contexts.	Analysing – use of literary methods and creation of meaning Confidence – developing confidence with independently selecting comparative text and topic; drafting and re-drafting after discussion. Concern for society – awareness of different social and moral issues, contextual beliefs and how these issues are still relevant today.	Academic reading Massolit lectures Study guides Quizlet Wider reading Wider watching

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
Revision		Rotating through the different texts studied with different teachers.	Regular essays – two per term	SPAG and high levels of literacy required for analytical and critical essays. Exploration of different social and moral issues within specific historical contexts.	Analysing – use of methods and creation of meaning Confidence – interpreting demanding poems. Linking - developing connections between context and poems. Concern for society – awareness of different social and moral issues seen from a variety of perspectives.	Academic reading Massolit lectures Study guides Quizlet Wider reading Wider watching Podcasts