

Chellaston Academy

English	Year 12 English Literature Curriculum
<p>Intent</p> <p>We aim to deliver a Year 12 English Literature curriculum which is accessible to all students, irrespective of starting points, where students will thrive on their love of learning. Students will build confidence and demonstrate an ability to evaluate the world around them through examining a range of literary and non-literary texts. We will provide opportunities for an enriched understanding and appreciation of our literary heritage and cultural diversity. This should lead to a respect for all through a deeper compassion and empathy with different identities. Through exposure to different texts, students will develop a critical mindset which will engender an appreciation of the wider world and learning outside of English.</p>	
<p>Implementation</p> <p>We want to develop independent learners; students will discover how to establish a personal line of enquiry and how to equip themselves with the skills which build resilience. We will give students the opportunity to work on their own, in pairs and in groups. We expect student to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in their development as readers and writers, ensuring learning is differentiated to enable all students to make excellent progress. Clear and precise communication skills are important to us and will become more refined as students grow in confidence. We will use agreed pedagogy to help students craft their responses to texts and become fluent readers. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be developed through retrieval practice and knowledge organisers.</p>	
<p>Impact</p> <p>A strong grasp of English will enable students to succeed in later life and we envisage them having a thorough understanding of how the curriculum links to potential future careers. We will enable our students to be the best versions of themselves through understanding and appreciating differences in others. Regular assessments will take place in Year 12 to check on students' progress. These will identify where students are experiencing success and where the curriculum may need to be adjusted. Students will move into Year 13 as more confident readers and writers who have made good progress towards their end of Key Stage academic targets.</p>	
<p>Links to prior learning</p> <p>The Year 12 English Literature curriculum builds on the skills learned in KS4 English Literature by consolidating and reinforcing academic writing skills and analytical skills. Students are exposed to a range of new authors from a range of literary settings and backgrounds but can draw on previous knowledge from the elements of tragedy at KS4. The Crime element at A Level is new content but the methods of approaching a text remain similar. Students will build on their understanding of characterisation and plot and will continue to show their analytical skills through an exploration of the writers' purpose. The use of academic verbs will be further broadened to allow for a more nuanced and sophisticated examination. Some students will have to drop any formulaic approaches to analysis and will need to view the assessment objectives as more of a fluid range of skills that need to be covered holistically.</p>	
<p>Links to future learning</p> <p>The Year 12 English Literature curriculum directly introduces students to A Level material in preparation for their forthcoming exams in Year 13. Students will cover the whole of Paper 2 and complete at least one of the NEAs throughout Year 12. They will learn to delve deeper into a text and will secure their subject knowledge through exposure to new terms and new content so that their analysis can be deepened and their essay writing skills can be refined. Students will become accustomed to spaced retrieval activities throughout the 2 year course so that knowledge can be embedded while skills are being developed. The set texts range from Pre 19th Century Literature to 21st Century Literature and this allows for students to be exposed to a breadth of texts. This links across the wider curriculum as students will be engaging with a range of texts in History and they are able to make contextual links across the subjects. The added layer of Critical theory and perspectives helps for students to become more evaluative in their observations as they see any given text through a range of critical lenses.</p>	
<p>Links to other subjects and the wider curriculum</p>	

The Year 12 English Literature curriculum links to other subjects through developing a broad awareness and understanding of the wider curriculum. Development of literacy will support the study of other text-based subjects. Study of historical novels and world texts will support an understanding of chronology and appreciation of different countries and cultures. We will build on written skills and oracy through all schemes of work and encourage students to critically question and interpret information available to them. Students are exposed to some sensitive themes which include suicide, sexual abuse and murder and this means a delicate approach is needed to deal with these topics.

Topics

<p>Autumn 1 – Introduction to Crime as a genre: Conventions and Timeline</p>			<p>Home Learning</p>
<p>Reading Structure Language Exploration of form Context Links Genre Conventions</p>	<p>Academic Writing Introduction to the AOs Academic verb choices Authorial voice and intent Context and how to apply it effectively</p>	<p>Knowledge organisers to embed content from the relevant texts.</p> <p>Revision activities on linked quotations</p> <p>Early introduction to Quotation Drills</p> <p>AudioPi</p>	
<p>Learning content: Students are introduced to the Crime genre by both teachers for the first fortnight. This helps to establish a link between the partner teachers and for the students to see that these conventions are the root of Paper 2 and that everything is hinged onto this learning.</p>			
<p>Teacher 1: Students begin their first novel: Kate Atkinson’s <i>When Will There Be Good News?</i> This is a post-modern text which examines the impact of crime in a number of sub plots. Students will examine motifs and patterns across a large text and consider viewpoints from the characters concerned. New subject terminology will be introduced and students will be taught how to annotate effectively. Revision begins almost immediately as killer quotes are identified and students will be shown how to use them.</p>			
<p>Teacher 2: Students will be shown how to use their new knowledge of crime conventions when approaching an unseen extract. The skills from the GCSE Paper 2, Unseen Poetry will be called on for how to approach a new text. Students will revise analytical skills and will receive modelling to demonstrate the difference in academic writing from GCSE to A Level. Students will then start their second novel: Agatha Christie’s <i>The Murder of Roger Ackroyd</i>. Students will examine the features of a Golden Age text and will pay particular attention to explicit and implicit crime conventions while analysing the impact of authorial intent.</p>			
<p>Between the two teachers, students are exposed to greatly different texts and this must be lightly drawn on. Students will NOT be expected to make links at this point in their writing but should show an awareness of the difference in crime types and impacts.</p>			
<p>Assessment Analytical paragraphs on the 3 crime texts – Unseen extracts, <i>When Will There Be Good News</i> and <i>The Murder of Roger Ackroyd</i>. It is essential to ascertain the writing styles of students and to allow for essay writing skills to be crafted right from the start of the course.</p>			
<p>Wider curriculum</p>			
<p>Literacy <i>Reading/writing skills</i></p>	<p>Numeracy <i>Charts for plotting</i></p>	<p>British Values <i>Current affairs, opinion</i></p>	<p>Employability <i>Organising content, communication, tone and style</i></p>
<p>SMSC</p>	<p>Cultural Capital <i>Historical fiction</i></p>	<p>Character Education <i>Independence resilience in writing and editing</i></p>	<p>Personal Development</p>

<i>Texts from different genres, backgrounds and experiences</i>			
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<p>Autumn 2 – When Will There Be Good News and The Murder of Roger Akroyd</p> <p>Reading Structure Language Exploration of form Context Links Genre Conventions</p> <p>Writing Introduction to the AOs Academic verb choices Authorial voice and intent Context and how to apply it effectively</p> <p>Learning Content:</p> <p>Students continue with their two texts. Students will continue to develop the examination of motifs and patterns across these texts and consider viewpoints from the characters concerned. New subject terminology will be embedded and students will be expected to show their annotation and note taking skills a little more independently. Revision strategies will continue as more killer quotes are identified and students will have to start to make expert choices as to how they'll be used. They'll have to show their evaluative skills as mature and sophisticated decisions are made regarding quotations; students start to engage in their own learning and demonstrate subject knowledge.</p> <p>Students start to prep for their first round of PPEs. An abridged version of the exam to take place in terms of Section C being a single text analysis. The full 3 hour exam to be taken.</p>		<p>Home Learning</p> <p>Knowledge organisers to embed content from the relevant texts.</p> <p>Revision activities on linked quotations</p> <p>Quotation Drills</p> <p>AudioPi</p>	
<p>Assessment One formal assessment on When Will There Be Good News and one formal assessment on The Murder of Roger Ackroyd. (25 marks each) Detailed feedback given and DIRT.</p> <p>PPEs: Full Crime Paper Examination</p>			
<p>Wider curriculum</p>			
<p>Literacy <i>Reading/writing skills</i></p>	<p>Numeracy <i>Location of line numbers</i> <i>Multiple choice revision</i></p>	<p>British Values <i>Applying knowledge of law and how society has changed</i></p>	<p>Employability <i>Organising ideas and responses, clear communication, empathy skills</i></p>
<p>SMSC <i>Exploring viewpoints and experiences from different cultures and centuries</i></p>	<p>Cultural Capital <i>Prose over the centuries – Golden Age to 21st Century</i></p>	<p>Character Education <i>Independent opinion and written response</i></p>	<p>Personal Development <i>Forming a wider understanding of the world</i></p>

<p>Spring 1 – Crime Poetry (My Last Duchess, Porphyria’s Lover, The Laboratory, The Ballad of Reading Gaol and Peter Grimes)</p>		<p>Home Learning Research tasks to explore social, economical and personal values between the 19th and 20th Century.</p> <p>Knowledge organisers to embed content from the relevant poems.</p> <p>Revision activities on linked quotations</p> <p>Quotation Drills</p> <p>AudioPi</p>
<p>Reading Structure Language Exploration of form Context Links and Comparisons Genre Conventions Evaluation</p>	<p>Writing Introduction to the AOs Academic verb choices Authorial voice and intent Context and how to apply it effectively</p>	
<p>Learning Content: Students continue with their understanding of crime but this time, they apply that knowledge to a range of poems. More tier 3 vocabulary will be taught, specific to analysis of poetry and this will be embedded through the development of the Quotation Drills. Students will be making links across the poems but not necessarily completing a full comparison. Evaluation skills will be heightened as students will be exposed to statements that make them examine a text critically. Motifs will be built on and knowledge from the prior content of the course will be developed. There are opportunities to link this to modern life and context and students will be encouraged to reflect on this. Students are exposed to some sensitive topics such as mental abuse, murder and torture.</p> <p>In the final week, students will complete a knowledge retrieval activity on When Will There Be Good News and The Murder of Roger Ackroyd with their respective teachers.</p>		

Assessment Students complete an assessment per poem which is a low stakes knowledge test. Each section of the assessment deals with a single assessment objective and students build on their knowledge of the importance of each and the weighting.

Wider curriculum

<p>Literacy <i>Reading/writing skills</i></p>	<p>Numeracy <i>Use of T-Bar comparison charts, Venn diagrams</i></p>	<p>British Values <i>Research to society progression between centuries</i></p>	<p>Employability <i>Forming opinions Selecting and synthesising information</i></p>
<p>SMSC <i>Explore, emphasise and form opinions to change in society</i></p>	<p>Cultural Capital <i>Awareness to and change in society and culture</i></p>	<p>Character Education <i>Widening and shaping values</i></p>	<p>Personal Development <i>Forming and becoming confident in strong opinions</i></p>

<p>Spring 2 – Knowledge Retrieval of Unseen Crime Extracts (1 Week) and NEA Preparation (Larkin 4 weeks) PPE Prep</p>		<p>Home Learning Knowledge organisers to embed content from the relevant texts.</p>
<p>Reading Structure Language Exploration of form</p>	<p>Writing Introduction to the AOs Academic verb choices Authorial voice and intent</p>	

<p>Context Links and Comparisons Genre Conventions Evaluation</p> <p>Learning Content: Teacher 1: Students will learn how to approach a text through the lenses of a Marxist in relation to Literary Critical Theory.</p> <p>Teacher 2: Students will learn how to approach a text through the lenses of a Feminist in relation to Literary Critical Theory.</p> <p>Teacher 1 and 2: Students will examine a range of Philip Larkin's poems from the collection 'The Whitsun Weddings.' These include: The Whitsun Weddings, Self's The Man, Wild Oats, Talking in Bed, Essential Beauty and Afternoons. Students will complete a single text analysis on each of these poems before they start to draw similarities and differences. Students will then need to choose a critical perspective from which to evaluate their chosen poems.</p>		<p>Context and how to apply it effectively</p>		<p>Revision activities on linked quotations</p> <p>Quotation Drills</p> <p>AudioPi</p>	
<p>Assessment NEA drafts and set up paragraphs</p>					
<p>Wider curriculum</p>					
<p>Literacy <i>Reading/writing skills</i></p>		<p>Numeracy</p>		<p>British Values <i>Grasp of law and expectations of society</i></p>	
<p>SMSC <i>Explore and form opinions</i></p>		<p>Cultural Capital <i>Awareness of influences in society</i></p>		<p>Employability <i>Written communication</i></p>	
		<p>Character Education <i>Creating a strong opinion and identity</i></p>		<p>Personal Development <i>Listening to and valuing others</i></p>	

<p>Summer 1 – NEA Completion and PPE Preparation through Knowledge Retrieval and Revision Exercises</p> <p>Reading Structure Language Exploration of form Context Links and Comparisons Genre Conventions Evaluation</p> <p>Writing Introduction to the AOs Academic verb choices Authorial voice and intent Context and how to apply it effectively</p> <p>Learning Content: Once students have completed a detailed NEA plan, they are then expected to complete their essay independently, out of the classroom. In the classroom, students will begin their PPE prep so will be reminded of revision strategies for the 3 crime texts.</p> <p>Teacher 1 will revise When Will There Be Good News and Teacher 2 will revise The Murder of Roger Ackroyd. Both teachers to revise the Unseen Extracts and Crime Poems. The full range of examination questions to be explored. Section A: Unseen Extract; Section B: Single Text Analysis; Section C: Remaining two texts to be linked.</p>			<p>Home Learning Individual class teachers will set revision tasks as appropriate to support learning.</p> <p>This can include past papers, model writing, quizzes via firefly and pre-selected YouTube videos.</p>
<p>Assessment To be confirmed and set by class teacher to support the PPE Exam in the following term. Low stakes assessments will be key during this half term so that students can build on knowledge based learning.</p>			
<p>Wider curriculum</p>			
<p>Literacy <i>Reading strategies</i></p>	<p>Numeracy <i>Preparing for timed conditions</i></p>	<p>British Values</p>	<p>Employability <i>Preparations, revision and performing in timed conditions</i></p>
<p>SMSC</p>	<p>Cultural Capital</p>	<p>Character Education</p>	<p>Personal Development <i>Independent revision</i></p>

<p>Summer 2 – Second PPE Examination for Paper 2. Prose NEA and Completion of Critical Perspectives</p> <p>Reading Structure Language Exploration of form Context Links and Comparisons Genre Conventions Evaluation</p> <p>Writing Introduction to the AOs Academic verb choices Authorial voice and intent Context and how to apply it effectively</p>			<p>Home Learning PPE Paper 1 revision as guided by class teacher.</p> <p>Knowledge organisers to embed content from the relevant texts.</p> <p>Revision activities on linked quotations</p> <p>Quotation Drills</p> <p>AudioPi</p>
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Learning Content:

Students will complete their feedback to the PPEs through DIRT.

Students are then taught Post-Colonial theory through the Literary Critical Perspective. Marxism and Feminism to be revisited and revised. Students are given a range of texts to choose from and will begin to prepare for their second NEA. Planning and developing will be key and students will justifying choices to their teachers.

The Larkin NEA will be tweaked if needed and handed in as a completed piece.

Both teachers will engage with knowledge retrieval activities that cover all crime texts.

Assessment NEAs

Wider curriculum

Literacy <i>Reading and Writing skills</i>	Numeracy	British Values	Employability <i>Preparations, revision and performing in timed conditions</i>
SMSC	Cultural Capital	Character Education	Personal Development <i>Independent revision</i>