

## Curriculum Intent

### Curriculum Vision | English Literature

*We want our students to have a love of Literature from across time and with rich and varied contexts. Through the broad range of texts explored, students will learn empathy and emotional awareness. We want our students to develop understanding of the power of literature to help them understand, shape and interpret the world around them.*

English Literature A level has a distinct philosophy which centres on different ways of reading and on the connections which exist between texts. Study of texts within the chosen literary and cultural genres in the examined topic areas is enhanced by the study of critical theory in the non-exam assessment. In this way, students can gain a solid understanding of how texts can be connected and how they can be interpreted in multiple ways so that students can arrive at their own interpretations and become confident autonomous readers. Students are then not only equipped with the knowledge and skills needed for both exams and non-exam assessment, but also experience a rich, challenging and coherent approach to English literature that provides an excellent basis for studying the subject at university.

The course encourages the exploration of texts in a number of different ways:

- the study of texts within specific genres: drama, poetry and prose. We have consciously selected a range of literature through time that will engage and motivate all our students whilst providing an effective foundation for those considering taking the subject at degree level.
- the study of texts through engagement with a range of theoretical ideas and approaches, for example a new historicist approach to the study of the poetry of courtly love and the application of modernist approaches such as feminist criticism and queer theory to a Jacobean text in our study of *Othello*.
- writing about texts in a number of different ways. Students are encouraged to develop their own individual style whilst acknowledging the conventions of literary criticism and the extended coursework unit prepares them for university style independent learning, as they select their own texts and questions with our support.
- the human experience through poetry, prose and plays. We move from considering the ways in which writers create empathy for the victims of the Great War in texts such as *Regeneration* and *The Wipers Times* to heated but convincing arguments on the nature of Tess and Alec's relationship in *Tess of the D'Urbervilles*.

We encourage students who have a love of literature and wish to explore the human experience through poetry, prose and plays. Students should be willing to engage in discussion and bring ideas from their own reading to develop understanding of the texts and course. Students will need to be analytical in their approach to the texts and be willing to explore different interpretations and challenge their own thinking.

Students in English Literature will have highly developed reading skills, demonstrating secure understanding of texts, including the nuances of choices, viewpoints and authorial intentions. They will be able to skilfully explore texts in light of context and engage with and evaluate different viewpoints and perspectives from across different cultures and ideologies. Ultimately, our students will be confident and skilful writers, readers and speakers, well-equipped with the oracy and literacy skills needed for life beyond school. They will be empowered to go on to Higher Education or to enter aspirational and fulfilling careers. Finally, they will leave us emotionally intelligent and empathetic.

## English Literature

EXAM  
FINAL EXAM

Exam  
preparation

Further Unseen &  
revision

PPE: Paper 2

Unseen poetry –  
paper 1.

Unseen Prose –  
Paper 2.

The final stages  
of your NEA.

PPE: Paper 1,  
and Paper 2,  
unseen.

### Year 13

- In Year 13 your texts will be linked through the theme of war. You will explore a variety of war poems that illustrate the changing attitudes to war and through the poetry of Sassoon and Owen amongst others you will understand how their work shaped modern literature.
- You will also explore the play 'Wipers Times' and 'Regeneration' and examine how modern writers address the events of the Great War. This unit offers opportunities to explore metatextuality through modern interpretations of contemporary texts.
- Lastly, you will discuss a variety of unseen prose to compare different attitudes to war.

YEAR  
13

Continue your work  
on the NEA.

Introduce War Poetry  
Anthology and novel  
'Regeneration'

Comparing 'Wipers Times'  
and 'Regeneration'

Introduce Paper 2 -  
Wipers Times (Play)

Start work on  
the NEA.

Introduce Comparative  
Novel - 'Tess of the  
D'Urbervilles'

PPE: Paper 1

Term 1 & 2 - Pre 1900  
Poetry Anthology

Term 1- 4 Teaching  
of the presentation of  
Love in 'Othello'

Introduction to course-  
Prose analysis of presentation  
of Love through a selection of  
texts

YEAR  
12

### Year 12

- As you leave GCSE behind, you will begin to explore the theme of love and how it has been presented in Shakespeare's iconic tragedy 'Othello' and a selection of poetry. You will discover how attitudes towards love and relationships have changed over time and how these ideas have shaped our modern views. You will discover how love has been used to control and how brutal love can be.
- Later in the year, you will study Hardy's heartbreaking novel 'Tess of the D'Urbervilles' a novel which confronts the hypocrisy in society through gender and class.

