

KAA Curriculum Overview		English	Year 12	EOY Exam	Sequencing and Progression	
<p>Rationale</p> <p>Year 12 students study Edexcel English Literature A-Level 9ET0. Each term is dedicated to a particular module and the students are assessed at three points in the year. Students are exposed to a wide range of literary genres and contexts, with disciplinary skills incrementally taught both within and across MTPs. The lessons are designed to engage students with the wider purpose and impact literature has as an art form, as well as foster an inherent enjoyment for reading and the discipline in general. Students also develop their understanding of what makes a successful English essay, namely: thesis generation, building a logical argument that builds on itself, clarity of expression, close analysis, articulating the text's significance in relation to the time it was written /set and when appropriate, engaging with critical interpretations. In turn, this gives students a strong grounding for their general essay writing skills and ability to construct and articulate an argument – something which can be applied across all their A-levels and to their future careers. The curriculum is also designed to develop students' oracy skills and ability to articulate original thoughts on pieces of literature and social issues; the choice of lesson structure and homeworks in particular work to build greater independence of thought and work ethic within the students, building holistic study skills needed for university and the world of work.</p> <p>Edexcel Specification: https://drive.google.com/drive/u/0/folders/1LhNH08iIYOI8jPMW_UukLLS99gv63Mdr</p>			<p><i>What content and skills will be assessed in the EOY exam?</i></p> <p>AO1 – Clarity of argument, expression and knowledge of the texts AO2 – Close analysis of writers' choices using subject terminology AO3 – Understanding of the text in relation to different contexts AO4 – Comparing texts AO5 – Engaging with critical interpretations</p> <p>Paper 1 – Drama (<i>Othello</i> and <i>A Streetcar Named Desire</i>) Paper 2 – Prose ('Science and Society' – <i>Never Let Me Go</i> and <i>Frankenstein</i>) (Paper 3 – Poetry – leave out if appropriate, depending on time frames)</p> <p>Full Assessment Point Overview: https://drive.google.com/drive/u/0/folders/1MEZ1OCY8K2Jniv2hjbelyRssdbzRhWO</p>		<p><i>How does this year build on what they've learnt last year?</i></p> <p>Students build on their knowledge and appreciation of classic literature introduced throughout KS3 and KS4. This includes Shakespearean and modern Tragedy; Dystopian fiction; Gothic fiction; African American writing and poetry. Students also expand their understanding and appreciation of the scope and social purpose of literature, as well as develop their already existing disciplinary essay writing skills.</p>	<p><i>How will it benefit them as they move forward next year?</i></p> <p>Year 12 English lessons give students a very solid foundation of both knowledge and skills for year 13. Importantly, they have very little new content to learn in year 13, meaning they can focus on deepening their understanding and honing their disciplinary skills.</p> <p>The summer term of year 12 also explicitly sets them up for success in their NEA coursework unit, completed by December of year 13.</p>
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Link to MTP Overview	https://drive.google.com/drive/u/0/folders/1xoaawAQb8KB6yflv3Lv1goPNDPa2OHPi	https://drive.google.com/drive/u/0/folders/1xoaawAQb8KB6yflv3Lv1goPNDPa2OHPi	https://drive.google.com/drive/u/0/folders/19Oj53JsZN344vsfCLgyp-oiz8uM93j7		https://drive.google.com/drive/u/0/folders/1QZd9qrpV7y78GMh5HZCxU33f8fXYNMU_	https://drive.google.com/drive/u/0/folders/11SrL10FfAOVFGFUYqLv7sSLthpOf2dut
Topic studied & Fertile Question	<p>Drama – <i>Othello</i> (teacher 1) and <i>A Streetcar Named Desire</i> (teacher 2)</p> <p><i>FQ: Are We in Control of Our Fate?</i></p> <p>Students spend the first 3 weeks of the term watching National Theatre productions of both plays while reading along in their own editions. They are watched through the Drama Online library: https://www.dramaonlinelibrary.com/video?docid=do-9781350935181&tocid=do-9781350935181_6083692843001</p>		<p>Prose</p> <p>Spring 1: <i>Frankenstein</i> (teacher 1) and <i>Never Let me Go</i> (teacher 2)</p> <p>Spring 2: Comparative lessons (both sides – separate by theme)</p> <p><i>FQ: What Does it Mean to be Human?</i></p>		<p>Introduction to Coursework (<i>The Color Purple</i> - teacher 1)</p> <p><i>FQ: Can We Overcome Oppression?</i></p> <p>Poetry – Poems of the Decade (teacher 2)</p> <p><i>FQ: How Do Our Experiences Shape Us?</i></p> <p>In the lead up to the AP3s, 1-2 weeks worth of lessons are also spent revising prior content.</p>	
Adjustments to be made following last assessments / evaluation.	<p>Some homeworks should be re-reading sections of the plays they have just watched/read in class, with simple annotating/comprehension activities. This is in response to AP1s showing gaps in core knowledge of the text itself, leading to a lack of clear argument and analysis.</p>	<p>Lessons are generally sound, particularly for <i>Streetcar</i>, however tweaks should be made to some/all stages of the lesson to put the onus on the students independent thought more, BEFORE providing teacher ideas. This can include more active encouragement of struggling through to find moments in the text for themselves or coming up with a draft thesis for a challenging question, or writing their own analysis without</p>	<p>Re-structure some lesson time so there is more space for whole class reading alongside significant independent reading. This is in response to students being less engaged with the text and having a weaker grasp on the plot and key moments of the texts. A hybrid approach could be taken – some reading in lessons that then sets up reading for homework, so there is still time in lessons to teach key scenes and context in detail.</p>	<p>See Autumn 2. However, greater independence/pushing the onus back on the students needs to be balanced with ensuring they are provided with a strong knowledge of the 'top' moments and highest quality analytical ideas that the department have decided. Agreed 'top moments' that were created during 2022 should now be more consistently embedded from the beginning of this unit, rather than haphazardly as was the case this year (due to it being a new initiative). This involves co-planning leads having a clear, joint understanding of these moments, but</p>	<p>Coursework</p> <p>Similarly to prose, consider how to facilitate use of audio book readings to help student understanding during their independent reading.</p> <p>Be more explicit with annotating instructions – keep to the copy of the novels and add notes to specific page numbers of the novel that direct to any relevant more detailed notes in exercise book (e.g. in a particular passage of the novel write 'see 20/05/22 class notes')</p> <p>Build in more explicit engagement with the homework booklet reading within lessons– at the moment the articles are good but not consolidated in the following lesson(s) enough.</p> <p>Poetry</p>	

		<p>much scaffolding that can then be evaluated and re-written.</p>	<p>Additionally, consider how use of audio book readings can be encouraged to aid student understanding and engagement in their own time</p> <p><i>Also consider how we can interleave recap knowledge from the previous term as students felt ill-equipped for the drama paper in Summer 2.</i></p>	<p>also what you could say about them and the key shared ‘big ideas’ about the purpose of the texts.</p> <p>Another way greater independence could be achieved is through pre-reading homework of critical articles – the occasional critical article has been given for homework in the past and students engaged very well with it, so making this more regular (alongside their own essay writing). The Sum 1 <i>The Color Purple</i> homework booklet is a good example of how this can work well.</p>	<p>Fully embed the move to pre-reading the poems for homework that co-planning leads started during 2022</p> <p>Embed short, sharp comparative skills earlier on in the module so it becomes more natural to students e.g. in a do now/ consolidation or a quick paired discussion regarding broad comparisons you could make between poems.</p> <p>Revision lessons</p> <p>Consider the focus of revision lessons to be less ‘teaching to the exam’.</p>
<p>Key knowledge and skills students need to have gained by the end of the unit</p>	<p>Knowledge</p> <p>AO1: To understand and articulate the plot and key relationships between characters of both Othello and Streetcar</p> <p>AO1/2/3: To develop knowledge of literary genres and forms (features of different types of tragedies and general dramatic conventions)</p> <p>AO2: To develop their knowledge of literary/dramatic techniques (including structural) and the differing effects they may have</p> <p>AO3: To understand and articulate a wide range of contextual knowledge, including historical, geographical, social, political, biographical and literary</p> <p>AO5: (Othello only) To gain understanding of what a ‘critical perspective’ is and learn specific critical perspectives on Othello</p> <p>A more comprehensive list of subject specific knowledge is detailed in the MTP.</p> <p>Skills</p> <p>Develop resilience in independent reading of challenging literary texts</p> <p>Improve ability to independently annotate a literary text effectively</p> <p>Develop confidence to form independent interpretations about the effect and intentions of a text</p> <p>Improve verbal responses to texts as part of class discussions (full sentences, critical language, engaging with peers’ views)</p> <p>Independently respond to a range of questions about a text</p> <p>As the term goes on, the focus will turn to writing skills, including:</p> <p>AO1:</p> <ul style="list-style-type: none"> - Write clear, grammatically correct sentences - Understand what makes a strong essay structure and develop ability to plan a clearly, logically structured essay - Write clear theses statements - Write clear, relevant and intention based topic sentences about the effect of a literary text <p>AO2: Articulate the effect of writer’s craft clearly</p> <p>AO3: Interweave relevant context into writing to articulate how contextual information affects our reading of particular moments of a text and the text as a whole</p> <p>AO5: Use critical, evaluative language effectively in order to express independent arguments and, where relevant, engage with critical perspectives</p>	<p>Knowledge</p> <p>AO1: To understand and articulate the plot and key relationships between characters of both texts</p> <p>AO1/2/3: To develop understanding of new literary genres and forms (Dystopian fiction; Gothic fiction; analeptic structure; epistolary form; framed/nested narratives)</p> <p>AO2: To develop understanding of a wider range of literary techniques – both generic and new ones specific to the core texts</p> <p>AO3: To understand and articulate a wide range of contextual knowledge, including historical, geographical, social, political, biographical and literary</p> <p>AO4: To consolidate key links that can be made between the two texts</p> <p>Skills</p> <p>Continue to develop resilience in independent reading of challenging literary texts</p> <p>Improve ability to independently annotate a literary text effectively</p> <p>Develop confidence to form independent interpretations about the effect and intentions of a text</p> <p>Improve verbal responses to texts as part of class discussions (full sentences, critical language, engaging with peers’ views)</p> <p>Independently respond to a range of questions about a text</p> <p>Draw conceptual comparisons and contrasts between two literary texts</p> <p>Writing Skills</p> <p>AO1:</p> <ul style="list-style-type: none"> - Write clear, grammatically correct sentences - Understand what makes a strong essay structure and develop ability to plan a clearly, logically structured essay - Write clear, developed theses statements - Write clear, relevant and intention based topic sentences about the effect of a literary text <p>AO2: Clearly articulate the effect of writer’s craft in detail</p> <p>AO3: Interweave relevant context into writing to articulate and evaluate how contextual information affects our reading of particular moments of a text and the text as a whole</p> <p>AO5: Use critical, evaluative language effectively in order to express independent arguments and, where relevant, engage with critical perspectives</p>	<p>Students need to continue building on the knowledge and skills listed in previous terms.</p> <p>In terms of new literary genres, forms and techniques for the coursework unit students need to understand the conventions of the Bildungsroman genre, slave narratives and use of dialect.</p> <p>For poetry, students need to understand a range of different poetic forms, structural and poetic techniques and the idea of foregrounding.</p> <p>A more comprehensive list of subject specific knowledge is detailed in the MTP.</p>		

<p>How is understanding assessed at the end of the unit?</p>	<p>Regular formative assessment through independent essay writing homeworks (1 per week, alternating between the 2 sides of the course)</p> <p>Essay schedule can be found here: https://docs.google.com/document/d/1e-xt9131X2g2cwaWN3DeNGcLSzrki7KGUISZxVGI5jw/edit</p> <p>Final summative assessment: AP1 W1 SPR 1</p> <p><i>Othello:</i> Explore the ways in which Shakespeare presents jealousy in 'Othello'.</p> <p>OR Explore Shakespeare's presentation of Desdemona in 'Othello'</p> <p><i>Streetcar:</i> Explore Williams' presentation of fear in 'A Streetcar Named Desire'.</p> <p>OR Explore Williams' presentation of gender roles in 'A Streetcar Named Desire'.</p>	<p>Regular formative assessment through independent essay writing homeworks (roughly 1 per week, alternating between the 2 sides of the course)</p> <p>Essay schedule can be found here: https://docs.google.com/document/d/1dRjrZBrAxtB6w5cgVUoHnzNfOAOqDX_ulplmb2eKUPg/edit</p> <p>Final summative assessment: AP2 W1 SUM 1</p> <p><i>Frankenstein and Never Let Me Go:</i> Compare the ways in which the writers of your two chosen texts use science to create a sense of fear.</p> <p>OR Compare the ways in which the writers of your two chosen texts present rebellion.</p>	<p>Regular formative assessment through independent essay writing homeworks. Fewer essays for <i>The Color Purple</i> due to the nature of lessons being very reading focused.</p> <p>Final summative assessment: AP3 W4 SUM 2</p> <p>DRAMA</p> <p><i>Othello:</i> Explore how Shakespeare presents the ending of 'Othello'.</p> <p>OR Explore how Shakespeare presents the relationship between Othello and Iago in 'Othello'.</p> <p><i>Streetcar:</i> Explore Williams' presentation of vulnerability in 'A Streetcar Named Desire'.</p> <p>OR Explore the ways Williams portrays the rise of a new social order in 'A Streetcar Named Desire'.</p> <p>PROSE</p> <p><i>Frankenstein and Never Let Me Go:</i> Compare the ways in which the writers of your two chosen texts present characters responding to adversity.</p> <p>OR Compare the ways in which the writers of your two chosen texts criticise aspects of society.</p> <p>POETRY (this paper was cut in 2022 due to time pressures on both students and staff)</p> <p><i>My Father's Language and A Minor Role:</i> Compare the methods both poets use to explore how people deal with illness.</p> <p>OR <i>My Father's Language and On Her Blindness:</i> Compare the methods both poets use to explore the effects of growing old.</p>
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