



Sir John Cass Red Coat School Programme of Study – Key Stage 5

Subject: English Literature

Year 12	Year 13
<p><b><u>Topics Covered/ Areas of Focus:</u></b></p> <p><b><u>Prose- Term 1</u></b></p> <p>Over the course of this unit pupils will explore one Pre-1900 text and a second text, to compare how they address certain themes. We will be teaching <i>Wuthering Heights</i> and <i>A Thousand Splendid Suns</i> under the umbrella of ‘Women and Society’, though all relevant observations they have about the texts will be acknowledged.</p> <p>Students will be expected to have a thorough understanding of nuance and detail to each text, be familiar with them in their entirety and range expertly across different parts of each text. Students must be well practised at timed essay writing and, although the exam is open book, memorise key quotes throughout the unit.</p> <p><b><u>Poetry and Drama- Term 2</u></b></p> <p>Students will study the play <i>Doctor Faustus</i> and apply concepts of traditional tragedy plays. In Year 13 they will be examined on this and a Shakespeare play, and will be asked to engage with critical material. They will also study a selection of modern poetry and will be asked to compare two poems. They will be taught skills of inference, analysis and essay writing throughout.</p>	<p><b><u>Topics Covered/ Areas of Focus:</u></b></p> <p><b><u>Further and Independent Reading- Term 1</u></b></p> <p>The aims of this unit are to introduce students to a wider range of reading material, much of which they will read independently. The text choices must stretch and challenge the ability of each individual student and offer greater breadth to what they may have already read. Students are also taught key critical theories and how to discriminately apply these to texts. As all AOs are assessed, students are encouraged to draw of the range of skills they have developed over Year 12. Students must choose and write their own questions for their final pieces of coursework. Students must study a minimum of two texts for comparison. The central text all must study is Walker’s <i>The Color Purple</i>, students <b>must</b> be instructed to read a minimum of three other texts from the list and advised that reading five would be ideal! In exceptional circumstances, students may put forward a proposal for an essay comparing <i>The Color Purple</i> with a choice of their own.</p> <p><b><u>Texts and Genres- Term 2</u></b></p> <p>The aim of this unit is to examine texts under a specific ‘lens’. Students will read <i>Frankenstein</i>, <i>The Bloody Chamber</i> and <i>Macbeth</i> and will explore the ways in which authors utilise tools from the gothic genre.</p>
<p><b><u>Skills Development &amp; Expected Progress:</u></b></p> <p>Show knowledge of how genre features and conventions operate in prose texts</p> <p>Explore how writers use and adapt language, form and structure</p>	

Exploration of the relationships between texts and ways they can be grouped to inform interpretation

Show understanding of the context and how these affect understanding

Identification of how attitudes and values are expressed in texts

Use literary critical concepts and terminology

Fluent, accurate communication of knowledge, understanding and evaluation of texts

**Assessment:**

Compare the ways in which Hosseini and Bronte portray the experience of growing up

Compare the ways in which Hosseini and Bronte present women's experiences of education

Compare the ways in which Hosseini and Bronte present difficulties in the lives of women

Compare the ways in which Hosseini and Bronte portray marriage

**Assessment:**

**Comparative:**

How far do you agree with the view that the presentation of female identity is central to Walker's *The Color Purple* and Morrison's *The Bluest Eye*

Focusing on Walker's *The Colour Purple* and Ali's *Brick Lane*, compare some of the ways the authors use the epistolary form

**Critical:**

What potential significances can be found when studying the use of metaphors in Sylvia Plath's poem 'Daddy'?

What significances can be found in the literary presentations of women in Plath's *Medusa*?

To what extent are relationships with women presented as a transaction in Phillip Larkin's 'Wild Oats' ?

**Literacy:**

Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression

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<p><b><u>Numeracy:</u></b></p> <p>Historical dates</p> <p>Graphs tracking reader response</p>	<p><b><u>Numeracy:</u></b></p> <p>Historical dates</p> <p>Graphs tracking reader response</p>
<p><b><u>ICT:</u></b></p> <p>Independent research on context of the Afghan war and of the 1800s.</p>	<p><b><u>ICT:</u></b></p> <p>Independent research on context of the Romantic movement, Gothic heroes and the gothic genre. Used to research journals on feminism and Marxism.</p>
<p><b><u>Life in Modern Britain:</u></b></p> <p>Tolerance and mutual respect is implicit throughout the course when discussing sensitive issues, such as race, rape and war, and encourages pupils to hear different viewpoints</p> <p>Individual liberty and the extent to which it exists in different countries and eras, for women especially, is evaluated thorough the entirety of this unit.</p>	<p><b><u>Life in Modern Britain:</u></b></p> <p>Tolerance and mutual respect is implicit throughout the course when discussing sensitive issues, such as race, rape and war, and encourages pupils to hear different viewpoints</p> <p>Individual liberty and the extent to which it exists in different countries and eras, for women especially, is evaluated thorough the entirety of this unit.</p>
<p><b><u>SMSC:</u></b></p> <p><i>Spiritual</i> – Evaluation of interpretations includes religious perspective. All texts encourage imagination and creativity</p> <p><i>Moral</i> – Consideration of all texts includes <b>investigating</b> and offering <b>reasoned</b> views about <b>moral</b> and <b>ethical issues</b></p> <p><i>Social</i> – Discussion aids social learning. Various texts encourage students to evaluate the way communities and societies function at a variety of levels.</p> <p><i>Cultural</i> – Both texts give students a greater understanding of the English literary canon. Detailed consideration of race when exploring Heathcliff</p>	<p><b><u>SMSC:</u></b></p> <p><i>Spiritual</i> – Evaluation of interpretations includes religious perspective. All texts encourage imagination and creativity</p> <p><i>Moral</i> – Consideration of all texts includes <b>investigating</b> and offering <b>reasoned</b> views about <b>moral</b> and <b>ethical issues</b></p> <p><i>Social</i> – Discussion aids social learning. Various texts encourage students to evaluate the way communities and societies function at a variety of levels.</p> <p><i>Cultural</i> – <i>The Color Purple</i> encourages students to explore issues of cultural diversity, all texts give students a greater understanding of the English literary canon</p>

<p><b><u>Meeting the needs of individual students &amp; Additional Support:</u></b></p> <p>Support available dependent on availability of 6th form mentors and Year 13 mentors. Challenge addressed through the curriculum</p>	<p><b><u>Meeting the needs of individual students &amp; Additional Support:</u></b></p> <p>Support available dependent on availability of 6th form mentors. Challenge addressed through the curriculum</p>
<p><b><u>Extra-Curricular Activities &amp; Club:</u></b></p> <p>Independent reading</p>	<p><b><u>Extra-Curricular Activities &amp; Club:</u></b></p> <p>Independent reading</p>
<p><b><u>Independent Study/ Homework:</u></b></p> <p>Alongside tasks set by individual subject teachers, pupils will be asked to do: Independent reading of texts, creation of revision notes and booklets. Research: Conventions of tragedy genre; history of Afghanistan; Byronic hero.</p>	<p><b><u>Independent Study/ Homework:</u></b></p> <p>Alongside tasks set by individual subject teachers, pupils will be asked to do: Independent reading of texts, creation of revision notes and booklets. Research: Feminism; Marxism; literary criticism; Gothic novels.</p>
<p><b><u>Resources for Learning Support and VLE:</u></b></p> <p><b>Texts and Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Wuthering Heights</i>, Emily Bronte</li> <li>• <i>A Thousand Splendid Suns</i>, Khaled Hosseini</li> <li>• Edexcel SOW and spec</li> </ul> <p>DVDs of both texts</p>	<p><b><u>Resources for Learning Support and VLE:</u></b></p> <p><b>Texts and Resources</b></p> <ul style="list-style-type: none"> <li>• Alice Walker's, <i>The Color Purple</i> plus list of comparative choices</li> </ul> <p>AQA Critical Anthology, alongside Plath's <i>Ariel</i> and Larkin's <i>Whitsun Weddings</i></p>