



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

Subject: English Literature

Year 12	Year 13
<p><u>Topics Covered/ Areas of Focus:</u></p> <p><u>Prose:</u> 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>Frankenstein</i> and <i>Never Let Me go</i> under the umbrella of ‘Science and Individuality’, 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><u>Poetry:</u> Students will study a selection of modern poetry from a prescribed list .They will be taught skills of inference, analysis and essay writing throughout.</p> <p><u>Drama:</u> Students will study the play <i>A Streetcar named Desire</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.</p> <p><u>Further and Independent Reading:</u> 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 <i>A Thousand Splendid Suns</i>, students must be instructed to read a minimum of two other texts from the list and advised</p>	<p><u>Topics Covered/ Areas of Focus:</u></p> <p><u>Drama: Shakespeare</u></p> <p>Students will study King Lear as well as read supporting essays from a prescribed anthology. Students will be taught the key feature4s of traditional tragedy and apply their understanding of these to the play. This unit will be examined alongside A Streetcar Named Desire.</p> <p><u>Poetry:</u> Students will study a selection of poems from the Romantic movement. They will be introduced to relevant contextual information relating to both the movement and the poets within the movement and will be expected to use this to inform their interpretations. They will be taught skills of inference, analysis and essay writing throughout which will enable them to analyse an unseen poem in addition to the ones they are introduced to in the lesson.</p> <p><u>Revision of all examined units</u></p>

that reading five would be ideal!	
<p><u>Skills Development & Expected Progress:</u></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> <p>Exploration of the relationships between texts and ways they can be grouped to inform interpretation</p> <p>Show understanding of the context and how these affect understanding</p> <p>Identification of how attitudes and values are expressed in texts</p> <p>Use literary critical concepts and terminology</p> <p>Fluent, accurate communication of knowledge, understanding and evaluation of texts</p>	
<p><u>Assessment:</u></p> <p>Exam style essay responses will be completed every 2-3 weeks and marked against assessment criteria</p>	<p><u>Assessment:</u></p> <p>Exam style essay responses will be completed every 2-3 weeks and marked against assessment criteria</p>
<p><u>Literacy:</u></p> <p>Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p>	<p><u>Literacy:</u></p> <p>Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p>
<p><u>Numeracy:</u></p> <p>Historical dates</p> <p>Graphs tracking reader response</p>	<p><u>Numeracy:</u></p> <p>Historical dates</p> <p>Graphs tracking reader response</p>

<p><u>ICT:</u></p> <p>Independent research on context for all relevant texts.</p> <p>Appropriate formatting for academic essays, including footnoting.</p>	<p><u>ICT:</u></p> <p>Independent research on context for all relevant texts,</p>
<p><u>Life in Modern Britain:</u></p> <p>Tolerance and mutual respect is implicit throughout the course when discussing sensitive issues, such as genetic engineering, the creation of life, rape and domestic violence 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><u>Life in Modern Britain:</u></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><u>SMSC:</u></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 investigating and offering reasoned views about moral and ethical issues</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><u>SMSC:</u></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 investigating and offering reasoned views about moral and ethical issues</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> – all texts give students a greater understanding of the English literary canon</p>
<p><u>Meeting the needs of individual students & Additional Support:</u></p> <p>Support available dependent on availability of 6th form mentors and Year 13 mentors.</p> <p>Challenge addressed through the curriculum</p>	<p><u>Meeting the needs of individual students & Additional Support:</u></p> <p>Support available dependent on availability of 6th form mentors.</p> <p>Challenge addressed through the curriculum</p>
<p><u>Extra-Curricular Activities & Club:</u></p> <p>Independent reading</p>	<p><u>Extra-Curricular Activities & Club:</u></p> <p>Independent reading</p>

<p><u>Independent Study/ Homework:</u></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.</p>	<p><u>Independent Study/ Homework:</u></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.</p>
<p><u>Resources for Learning Support and VLE:</u></p> <p>Texts and Resources</p> <ul style="list-style-type: none"> • <i>Frankenstein</i>, Mary Shelly • <i>Never Let me Go</i>, Kazuo Ishiguro • <i>A Thousand Splendid Suns</i>, Khaled Hosseini • <i>Poems of the Decade</i>, various • Edexcel SOW and spec <p>DVDs of all both texts where available</p>	<p><u>Resources for Learning Support and VLE:</u></p> <p>Texts and Resources</p> <ul style="list-style-type: none"> • Prescribed list of Romantic poetry (Edexcel specification) • <i>King Lear</i>, William Shakespeare