

English Language & Literature

English as a subject provides students with the most basic skills, they require to not only be successful in secondary education but also in life. We intend to build upon key literacy skills that are developed at Key Stage 2 and then develop further in preparation for their GCSEs, and beyond, in order to enable students to flourish and be confident within the subject. As the English department, we aim to instil a love of literature through reading for pleasure lessons as well as provide a firm grasp on written and spoken communication. Through a thematic based curriculum at Key Stage 3, that aims to equip students with the cumulative knowledge required to be successful in the GCSEs and beyond, we intend to provide a wealth of cultural capital and spiritual, moral, social and cultural development opportunities through the texts we deliver. This will not only develop the skills needed for exams but also mould our students into well-rounded, informed and tolerant members of society.

A-Level English Language and Literature

This course is perfect for students who have enjoyed GCSE English Language and Literature but who perhaps have attained grades 5 and/or 6. The course seems to draw students who will benefit from producing a portfolio of creative writing as opposed to an independent comparative essay.

The course includes a fascinating exploration different modes of language and exposes students to topics never studied before.

This is a popular course which doesn't necessarily rely on the students' need to read a vast amount independently.

This qualification intends for students to:

- Build on skills acquired at GCSE whilst also preparing for subsequent further and higher study
- Engage with a variety of assessment styles, such as: closed-booked passage based questions; unseen material; single text questions; multi-text questions; students will develop their ability to analyse, evaluate and critique.
- Develop and apply their knowledge of literary analysis and evaluation
- Develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- Use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other
- Engage creatively and critically with a wide range of texts
- Explore the ways in which texts relate to each other and the contexts in which They are produced and received
- Independently research and explore a range of texts and areas of their own interest in order to complete an essay of their choosing.
- Explore a range of genres, literary styles and authors

Year 12

Term One

Content of study	Voices in Speech and Writing
What are the aims and objectives of this term?	To understand the plot, characters and themes in chosen Drama text (Williams', 'A Streetcar Named Desire'); understand how voices are crafted in a variety of literary non-fiction texts; identify and engage with new A Level subject terminology.
What previous knowledge is required?	GCSE English Language and Literature terminology; some knowledge of the literary cannon either from GCSE curriculum or personal reading.
How will this term's content help with future learning?	This term lays the foundation for greater analysis of how writers craft 'voice'.

Resources	• 'Voices' Anthology – provided by school • Students purchase their own copies of Williams' 'A Streetcar Named Desire' • Youtube videos to support exploration of the 'Voices' Anthology e.g. Martin Bashir interview with Diana • A Level Terminology booklet • Edexcel website and study material produced by the board • Edexcel past papers • REVISION guides • Students are expected to buy their own copies of examination texts.
Links to the national curriculum/specification	Term 1 begins with studying content for Paper 1 of the Edexcel A Level Language and Literature course.
Assessments	2 Timed essays: 1 essay typical of Paper 1, Section A – Voices in 20 th and 21 st Century Texts. 1 essay typical of Paper 1, Section B – Drama Texts, Williams', 'A Streetcar Named Desire'.
Term Two	
Content of study	Voices in Speech and Writing
What are the aims and objectives of this term?	To understand the plot, characters and themes in chosen Drama text (Williams', 'A Streetcar Named Desire'); understand how voices are crafted in a variety of literary non-fiction texts; identify and engage with new A Level subject terminology.
What previous knowledge is required?	GCSE English Language and Literature terminology; some knowledge of the literary cannon either from GCSE curriculum or personal reading.
How will this term's content help with future learning?	This term will build on the introductions to key texts from term 1.
Resources	• 'Voices' Anthology – provided by school • Students purchase their own copies of Williams' 'A Streetcar Named Desire' • Youtube videos to support exploration of the 'Voices' Anthology e.g. Martin Bashir interview with Diana • A Level Terminology booklet • Edexcel website and study material produced by the board • Edexcel past papers • REVISION guides • Students are expected to buy their own copies of examination texts.
Links to the national curriculum/specification	Term 2 continues with studying content for Paper 1 of the Edexcel A Level Language and Literature course.
Assessments	2 Timed essays: 1 essay typical of Paper 1, Section A – Voices in 20 th and 21 st Century Texts. 1 essay typical of Paper 1, Section B – Drama Texts, Williams', 'A Streetcar Named Desire'.
Term Three	
Content of study	Voices in Speech and Writing and Society and the Individual

What are the aims and objectives of this term?	To understand the plot, characters and themes in chosen prose text for paper 2 (Fitzgerald's, The Great Gatsby); understand how voices are crafted in a variety of literary non-fiction texts; identify and engage with new A Level subject terminology.
What previous knowledge is required?	GCSE English Language and Literature terminology; some knowledge of the literary cannon either from GCSE curriculum or personal reading.
How will this term's content help with future learning?	This term should lead to the completion of Paper 1 content and begin the study of Paper 2 texts
Resources	• 'Voices' Anthology – provided by school • Students purchase their own copies of Fitzgerald's, The Great Gatsby • Youtube videos to support exploration of the 'Voices' Anthology e.g. Martin Bashir interview with Diana • A Level Terminology booklet • Edexcel website and study material produced by the board • Edexcel past papers • REVISION guides • Students are expected to buy their own copies of examination texts.
Links to the national curriculum/specification	Paper 1 content will have been studied once and Paper 2 texts will explored from this term.
Assessments	2 Timed essays: 1 essay typical of Paper 1, Section A – Voices in 20 th and 21 st Century Texts. 1 essay typical of Paper 2, Section B – Society and the Individual (not comparative at this point)
Term Four	
Content of study	Voices in Speech and Writing and Society and the Individual
What are the aims and objectives of this term?	To understand the plot, characters and themes in chosen prose text for paper 2 (Fitzgerald's, The Great Gatsby); understand how voices are crafted in a variety of literary non-fiction texts; identify and engage with new A Level subject terminology.
What previous knowledge is required?	GCSE English Language and Literature terminology; some knowledge of the literary cannon either from GCSE curriculum or personal reading.
How will this term's content help with future learning?	This term should lead to the completion of Paper 1 content and begin the study of Paper 2 texts
Resources	• 'Voices' Anthology – provided by school • Students purchase their own copies of Fitzgerald's, The Great Gatsby • Youtube videos to support exploration of the 'Voices' Anthology e.g. Martin Bashir interview with Diana • A Level Terminology booklet • Edexcel website and study material produced by the board • Edexcel past papers • REVISION guides • Students are expected to buy their own copies of examination texts.

Links to the national curriculum/specification	Paper 1 content will have been studied once and Paper 2 texts will explored this term.
Assessments	2 Timed essays: 1 essay typical of Paper 1, Section A – Voices in 20 th and 21 st Century Texts. 1 essay typical of Paper 2, Section B – Society and the Individual (not comparative at this point)
Term Five	
Content of study	Voices in Speech and Writing and Society and the Individual
What are the aims and objectives of this term?	To understand the plot, characters and themes in chosen prose text for paper 2 (Fitzgerald's, The Great Gatsby); understand how voices are crafted in a variety of literary non-fiction texts; identify and engage with new A Level subject terminology.
What previous knowledge is required?	GCSE English Language and Literature terminology; some knowledge of the literary cannon either from GCSE curriculum or personal reading.
How will this term's content help with future learning?	By this point, students will have completed all paper 1 content and will complete The Great Gatsby and begin studying the second text for the comparative study
Resources	• 'Voices' Anthology – provided by school • Students purchase their own copies of Fitzgerald's The Great Gatsby • Youtube videos to support exploration of the 'Voices' Anthology e.g. Martin Bashir interview with Diana • A Level Terminology booklet • Edexcel website and study material produced by the board • Edexcel past papers • REVISION guides • Students are expected to buy their own copies of examination texts.
Links to the national curriculum/specification	Students will be completing the Anthology study this term and make links to non-fiction writing in preparation for the NEA portfolio.
Assessments	2 Timed essays: 1 essay typical of Paper 1, Section A – Voices in 20 th and 21 st Century Texts. 1 essay typical of Paper 2, Section B – Society and the Individual (not comparative at this point)
Term Six	
Content of study	Society and the Individual and NEA preparation
What are the aims and objectives of this term?	To begin to explore Larkin's, The Whitsun Weddings anthology of poems and to begin preparing for the NEA by reading Cupcakes and Kalashnikovs.
What previous knowledge is required?	GCSE English Language and Literature terminology; some knowledge of the literary cannon either from GCSE curriculum or personal reading.
How will this term's content help with future learning?	This term, students will begin to read stimulus texts that will allow them to complete the NEA. They are also nearing the completion of all examination texts
Resources	• 'Voices' Anthology – provided by school

	• Students will purchase their own copies of Larkin's The Whitsun Weddings • Youtube videos to support exploration of the 'Voices' Anthology e.g. Martin Bashir interview with Diana • A Level Terminology booklet • Edexcel website and study material produced by the board • Edexcel past papers • REVISION guides • Students are expected to buy their own copies of examination texts.
Links to the national curriculum/specification	Paper 1 texts are completed and the majority of Paper 2 texts will be completed by the end of this term
Assessments	1 Timed essay and 1 draft of non-fiction writing: 1 draft of non-fiction writing based on stimulus reading 1 essay typical of Paper 2, Section B – Society and the Individual (not comparative at this point)

Year Group	13
Term	1
Content of study (Title)	<i>Varieties in Language and Literature and NEA</i>
What are the aims and objectives of this term?	<i>To understand the plot, characters and themes in the chosen Prose Fiction text as part of the 'Society and the Individual' section of Paper 2 of the examination.</i> <i>To being drafting the first piece (of three) for the NEA portfolio.</i>
What previous knowledge is required?	<i>Knowledge from Year 12: Paper 1 content (study of the 'Voices' Anthology and the drama text, Williams' 'A Streetcar Named Desire') and reading for the NEA (set over the summer holidays) . Paper 2 content will also be studied – Fitzgerald's The Great Gatsby and some of Larkin's The Whitsun Weddings</i>
How will this term's content help with future learning?	<i>First drafts for the NEA component will be handed in for teacher feedback.</i> Completion of the prose fiction text, 'The Great Gatsby' will allow students to make links to the companion text, Larkin's, 'The Whitsun Weddings' Students will also begin to review Paper 1 content for the term 2 PPE.
Resources	• <i>'Voices' Anthology – provided by school</i> • <i>Youtube videos to support exploration of the 'Voices' Anthology e.g. Martin Bashir interview with Diana</i> • <i>A Level Terminology booklet</i> • <i>Edexcel website and study material produced by the board</i> • <i>Edexcel past papers</i> • <i>Film adaptations of The Great Gatsby and A Streetcar Named Desire</i> • <i>REVISION guides</i> • <i>Students are expected to buy their own copies of examination texts</i>
Links to the national curriculum/specification	<i>Revision of Paper 1 content and completion of Paper 2 content. NEA preparation</i>

Assessments	<i>Diagnostic test – terminology test and close analysis of chosen extract.</i> <i>1 Timed essay:</i> <i>1 essay typical of, Paper 2 Section B – Society and the Individual</i> <i>First draft of NEA component</i>
Term	2
Content of study (Title)	<i>Varieties in Language and Literature and NEA</i>
What are the aims and objectives of this term?	<i>To understand the plot, characters and themes in the chosen Prose Fiction text as part of the ‘Society and the Individual’ section of Paper 2 of the examination.</i> <i>To begin drafting the first piece (of three) for the NEA portfolio.</i>
What previous knowledge is required?	<i>Knowledge from Year 12: Paper 1 content (study of the ‘Voices’ Anthology and the drama text, Williams’ ‘A Streetcar Named Desire’) and reading for the NEA (set over the summer holidays) . Paper 2 content will also be studied – Fitzgerald’s <i>The Great Gatsby</i> and some of Larkin’s <i>The Whitsun Weddings</i></i>
How will this term’s content help with future learning?	<i>First drafts for the NEA component will be handed in for teacher feedback.</i> Completion of the prose fiction text, ‘The Great Gatsby’ will allow students to make links to the companion text, Larkin’s, ‘The Whitsun Weddings’ which will be completed this term
Resources	• <i>‘Voices’ Anthology – provided by school</i> • <i>Youtube videos to support exploration of the ‘Voices’ Anthology e.g. Martin Bashir interview with Diana</i> • <i>A Level Terminology booklet</i> • <i>Edexcel website and study material produced by the board</i> • <i>Edexcel past papers</i> • <i>Film adaptations of The Great Gatsby and A Streetcar Named Desire</i> • <i>REVISION guides</i> • <i>Students are expected to buy their own copies of examination texts.</i>

Links to the national curriculum/specification	<i>Revision of Paper 1 content and completion of Paper 2 content. NEA drafting continues</i>
Assessments	<i>1 Timed essay and PPE examination:</i> <i>1 essay typical of, Paper 2 Section B – Society and the Individual</i> PPE – Paper 1 <i>First draft of NEA component (c/w2)</i>
Term	3
Content of study (Title)	<i>Varieties in Language and Literature and NEA</i>
What are the aims and objectives of this term?	<i>To understand the plot, characters and themes in the chosen Prose Fiction text as part of the ‘Society and the Individual’ section of Paper 2 of the examination.</i> <i>To being drafting the third piece (of three) for the NEA portfolio (commentary writing).</i>
What previous knowledge is required?	<i>Knowledge from Year 12: Paper 1 content (study of the ‘Voices’ Anthology and the drama text, Williams’ ‘A Streetcar Named Desire’) and reading for the NEA (set over the summer holidays) . Paper 2 content will also be completed – Fitzgerald’s The Great Gatsby and Larkin’s The Whitsun Weddings</i>
How will this term’s content help with future learning?	<i>First drafts for the NEA component will be handed in for teacher feedback.</i> Completion of comparative study of The Great Gatsby and The Whitsun Weddings. Revision cycles begin for Paper 1 and 2 content
Resources	• ‘Voices’ Anthology – provided by school • Youtube videos to support exploration of the ‘Voices’ Anthology e.g. Martin Bashir interview with Diana • A Level Terminology booklet • Edexcel website and study material produced by the board • Edexcel past papers • Film adaptations of The Great Gatsby and A Streetcar Named Desire

	• <i>REVISION guides</i> • <i>Students are expected to buy their own copies of examination texts.</i>
Links to the national curriculum/specification	<i>As all course content has now been completed, lessons will focus on revision for the summer examinations</i>
Assessments	<i>Timed essays:</i> <i>1 or 2 essays typical of, Paper 2 Section B – Society and the Individual</i> <i>Completion of NEA portfolio</i>
Term	4
Content of study (Title)	<i>Voices in Speech and Writing and Society and the Individual</i>
What are the aims and objectives of this term?	<i>To revise key aspects of: generic features, plot, characters and themes in the chosen Prose Fiction text as part of the 'Society and the Individual' section of Paper 1 and 2 of the examination.</i>
What previous knowledge is required?	<i>Knowledge from Year 12: Paper 1 content (study of the 'Voices' Anthology and the drama text, Williams' 'A Streetcar Named Desire') and reading for the NEA (set over the summer holidays) . Paper 2 content will also be completed – Fitzgerald's The Great Gatsby and Larkin's The Whitsun Weddings</i>
How will this term's content help with future learning?	<i>Revision for public examinations: Paper 1 and 2</i>
Resources	• <i>'Voices' Anthology – provided by school</i> • <i>Youtube videos to support exploration of the 'Voices' Anthology e.g. Martin Bashir interview with Diana</i> • <i>A Level Terminology booklet</i> • <i>Edexcel website and study material produced by the board</i> • <i>Edexcel past papers</i> • <i>Film adaptations of The Great Gatsby and A Streetcar Named Desire</i> • <i>REVISION guides</i>

	Students are expected to buy their own copies of examination texts.
Links to the national curriculum/specification	<i>Revision for public examinations: Paper 1 and 2</i>
Assessments	<i>Timed essays based on targeted areas (minimum 3 timed essays on Paper 1 and 2).</i> <i>Students should aim to complete at least one timed essay a week.</i>
Term	5
Content of study (Title)	<i>Voices in Speech and Writing and Society and the Individual</i>
What are the aims and objectives of this term?	<i>To revise key aspects of: generic features, plot, characters and themes in the chosen Prose Fiction text as part of the 'Society and the Individual' section of Paper 1 and 2 of the examination.</i> .
What previous knowledge is required?	<i>Knowledge from Year 12: Paper 1 content (study of the 'Voices' Anthology and the drama text, Williams' 'A Streetcar Named Desire') and reading for the NEA (set over the summer holidays) . Paper 2 content will also be completed – Fitzgerald's The Great Gatsby and Larkin's The Whitsun Weddings</i>
How will this term's content help with future learning?	<i>Revision for public examinations: Paper 1 and 2</i>
Resources	'Voices' Anthology – provided by school - Youtube videos to support exploration of the 'Voices' Anthology e.g. Martin Bashir interview with Diana - A Level Terminology booklet - Edexcel website and study material produced by the board - Edexcel past papers - Film adaptations of The Great Gatsby and A Streetcar Named Desire - REVISION guides - Students are expected to buy their own copies of examination texts.

Links to the national curriculum/specification	<i>Revision for public examinations: Paper 1 and 2</i>	
Assessments	<i>Timed essays based on targeted areas (minimum 3 timed essays on Paper 1 and 2). Students should aim to complete at least one timed essay a week.</i>	
Term	6	Deadline:
Content of study (Title)		Complete Term 1's document – by 15 th October so LMs can check and feedback
What are the aims and objectives of this term?		
What previous knowledge is required?		Complete Term's 2 and 3 documents by 11 th December
How will this term's content help with future learning?		
Resources		
Links to the national curriculum/specification		Complete Term 4 and 5 documents by 4 th February
Assessments	PUBLIC EXAMINATIONS	
Career paths		
Equality and diversity		Complete Term 6's document
SMSC		

by 25th March