



Brentwood County
High School

CURRICULUM OVERVIEW

ENGLISH LANGUAGE AND LITERATURE



Osborne

Co-operative Academy Trust

KS5 Year 12 curriculum overview (Edexcel) – ENGLISH Language and Literature

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>‘The Handmaid’s Tale’ Margeret Atwood and Selection of poetry from Carol Anne Duffy.</p> <p>Atwood’s dystopian novel, ‘The Handmaid’s Tale’ through its controversial and shocking portrayal of Gilead provides students with the opportunities to debate race, sexuality, patriarch, religion and gender relations. It is a monumental book which challenges the heart of society through a bleak and blunt autobiographical stance on the fictional practices of a dictatorial regime. The novel invites students to reflect upon their own stance of such issues and they will be provided with various literature that explores relevant critiques of our society in order to broaden their mind through empowering them with political and</p>	<p>‘The Handmaid’s Tale’ Margeret Atwood and Selection of poetry from Carol Anne Duffy.</p> <p>Students will complete an initial reading of ‘The Handmaid’s Tale’ and Duffy’s poetry alongside secondary criticism especially by in order to challenge and deepen their own personal response and reading.</p> <p>Students will engage with different interpretations of ‘The Handmaid’s Tale’ and Duffy’s poetry. To support this they will be provided with a critical generic and specific essays in order to encourage different literary readings.</p> <p>Furthermore, students will be taught how the authors use place, time and narrative as well as literary techniques to create their voice.</p> <p>Students will explore and analyse the writer’s craft to develop an understanding of the characterisation, themes and motifs in greater depth.</p> <p>Assessment opportunities</p>	<p>AQA Anthology Paris</p> <p>Students learn about the ways in which writers and speakers present narratives about places, beginning with a general focus on broad questions such as:</p> <ul style="list-style-type: none"> •Why do people tell stories about places? •How do writers and speakers present places, societies, people and events? <p>Drawing both on their everyday experiences of storytelling in different modes, and on published texts, students learn how language choices help to shape the representations</p>	<p>AQA Anthology Paris</p> <p>Students study the AQA anthology Paris which includes a wide range of texts with particular emphasis on non-literary material and non-fiction.</p> <p>Students explore speech and other genres. They study a wide range of linguistic and generic features, as well as related issues around questions of viewpoint and time period.</p> <p>The study of the anthology will teach students how to analyse phonetics, prnology and prosodiscs, lexis and semantics, pragmatics and other literary features.</p> <p>Assessment opportunities</p> <p>Essay based analysis of the anthology extracts.</p>	<p>Through their coursework students will learn independent study, develop research skills and have the opportunity to embrace a wide range of texts critically with guidance from their course supervisor.</p> <p>Assessment opportunities</p> <p>First draft of coursework</p>	<p>The coursework element on this unit means that students need to appreciate the importance of academic reading around their chosen topic. They should be aware of others’ ideas, theories and research and how these relate to their own thoughts, analyses and findings.</p> <p>Generally, secondary reading will either be:</p> <ul style="list-style-type: none"> • Reading that is used to introduce and show understanding of a framework, concept, period or genre, eg discussion of what metaphor is, or the discourse conventions of Twitter, or what Romanticism is or what the overarching themes of WW1 trench poetry are etc

<p>worldly knowledge as well as expose them to Atwood's excellent craft and use of dramatic literary features in preparation for their assessment.</p> <p>In a similar vein to Atwood, Duffy's poetry is both sentimental and shocking as she is able to discuss societal relationships with sharp witted nuances and sophisticated poetic technique.</p> <p>Students will learn how to explore imagined worlds through unusual narratives, understand contextual factors (in terms of production and reception), point of view, characterisation and narrative</p> <p>Assessment opportunities</p> <p>Essay question on chapter 1 of The Handmaid's Tale. Essay question on Duffy's poetry.</p>	<p>Essay question on a theme or character in Handmaid's Tale and Duffy's poetry (separately) which also must encompass secondary criticism.</p>	<p>of a place and different perspectives. Students analyse narratives that construct different views of a particular places.</p>			<ul style="list-style-type: none"> • Reading that is essentially interpretation - this will largely be drawn from the literary critical tradition but could also work from other fields as well <p>Assessment opportunities</p> <p>Second draft of coursework</p>
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Students learn about the ways in which writers and speakers present narratives about places, beginning with a general focus on broad questions such as:

- why do people tell stories about places?
- how do writers and speakers present places, societies, people and events?

Drawing both on their everyday experiences of storytelling in different modes, and on published texts, students learn how language choices help to shape the representations of a place and different perspectives. Students:

- analyse narratives that construct different views of a particular place
- produce re-creative work that seeks to find an absent or underplayed perspective in the original text
- write a critical reflection on the processes and outcomes involved in re-creative work.

KS5 Year 13 curriculum overview (Edexcel) – ENGLISH Language and Literature

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>‘Great Expectations’ by Charles Dickens. (a Victorian novella)</p> <p>Dickens is a highly influential and skilled author. His works have become landmarks in the literary canon and his style still has prominent influence on writers today. Students will study Dickens in order to learn, harness and critique his literary style.</p> <p>Dickens’ literature is reflective of 19th Century British culture from the emergence of the welfare state to the English class system. Year 13 will consider the significance of ‘Great Expectations’ in relation to the literary, social, historical and cultural context: both the production and reception. Furthermore, through the study of specific extracts, students will explore and</p>	<p>‘Great Expectations’ by Charles Dickens. (a Victorian novella)</p> <p>Students will complete a reading of ‘Great Expectations’ alongside secondary criticism especially Dickensian scholars and this will develop their ability to write essay based questions on a text using a range of sources.</p> <p>Students will study exemplar essays and improve their formal writing through comparative and analytical essay practice.</p> <p>‘Voices in Speeches and Writing’ Edexcel Anthology.</p> <p>Students have been provided with and have</p>	<p>‘Great Expectations’ by Charles Dickens. (a Victorian novella) and ‘The Great Gatsby’ by Scott Fitzgerald (a 1920s novel)</p> <p>Thus far students have studied the iconic novel, ‘The Great Gatsby’ which captures the disillusionment of the American Dream through the haunting character of Gatsby. The novel was written during the prohibition era of America where ironically drinking, excess and hedonistic living was commonplace prior to the Great Depression. The rich and textured way in which Fitzgerald writes allows students to further understand their social environment in a critical way as well as developing their literary sensibilities.</p>	<p>‘Voices in Speeches and Writing’ Edexcel Anthology.</p> <p>Unseen texts.</p> <p>Students will focus explicitly on the concept of ‘voice’ on seen and unseen texts. Students will study how voices are formed and written voices created in literary, non-literary and digital texts. Students will develop their understanding of how writers and speakers shape and craft language to present an identity or persona, and will look at connections between texts as well as the significance and influence of context.</p> <p>Assessment opportunities</p>	<p>Consolidation and enhancement of all texts studied on the course.</p> <p>Students will revise the key texts studied on the course alongside Jstor articles and relevant secondary criticism in order to enhance and broaden their understanding of the political, social and moral relevance of the texts and to deepen their own personal response in their analysis.</p> <p>Assessment opportunities</p> <p>Students will complete full mock exams of both papers.</p>	<p>Consolidation and enhancement of all texts studied on the course.</p> <p>Year 13 students will continue to develop and refine their understanding of authorial methods and intent through language analysis. Students will draw on their previous knowledge of unseen extracts to analyse and justify their inferences through structured written argument.</p> <p>Students will prepare for their summer exams through examining exam feedback and exemplar material provided by the exam board.</p>

<p>analyse the writer's craft to develop an understanding of the characterisation, themes and motifs in greater depth.</p> <p>'A Street Car Named Desire' by Tennessee Williams. (1940s Play)</p> <p>Williams' play, 'A Streetcar Named Desire' is considered to be one of the best and most critically successful plays of the 20th century. His play explores the great social change taking place in America in terms of race, gender and social and cultural movements.</p> <p>Students study this play in order to analyse and critique the naturalistic and poignant way Williams depicts a marginalised American family during such turbulent change. This will allow students to refine and voice their opinions and relevant and important topics as</p>	<p>done a preliminary reading of a variety of texts which capture individual view of society from Charlie Brooker's sarcastic scathing view of social media to comedic radioplays. This allows students to learn the attributes of a variety of different genres and social mediums.</p> <p>In particular, students will become familiar with both linguistic and literary devices used by writers in order to effectively put their points of view across. This encourages students to develop their own personal response to a range of challenging and at times opposing texts.</p> <p>Alongside their study of the anthology, students will be we introduced weekly to varying texts with contrasting opinions and measure how they synch with the texts in the anthology. This will enable students to consider the impact of social media and how differing viewpoints can be compared and contrasted.</p>	<p>As part of the expectations for the exam, students must write a comparison between the two fundamental texts 'Great Expectations' and 'The Great Gatsby' through their interlinking themes and motifs particularly how society impacts the individual and vice versa. Not only is this necessary for their practical exam but it teaches them they way in which texts respond to the views and culture of society and vice versa.</p> <p>Assessment opportunities</p> <p>Comparative essay of 'Great Expectations' and 'The Great Gatsby'. First draft of CW due.</p>	<p>Assessments will be comparative essays and analytical essays on unseen texts.</p> <p>Final Draft CW in.</p>		<p>Assessment opportunities</p> <p>Students will complete full mock exams of both papers.</p>
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well as expose them to Williams' excellent craft and use of dramatic literary features in preparation for their assessment.

Assessment opportunities

Essay based question on an extract from 'A Street Car Named Desire' and comparative essay of Great Expectations and The Great Gatsby.
First draft of CW due.

Assessment opportunities

Comparative essay of Great Expectations and The Great Gatsby.

A comparative essay and a text from the anthology and an unseen text.