



<b>Overview</b>	<p>Our curriculum at KS5 is a diverse and inclusive one, curated for its relevance for our cohort. Procedural knowledge of how to study independently is imbedded early in the course and built upon throughout. Therefore, independence is explicitly taught, for example how to take notes and different reading strategies and their purposes i.e. Skimming, scanning etc. Key concepts that students learned at KS3 and KS4, such as identity, Shakespearean tragedy and conflict are built upon in more sophisticated and challenging ways. The intention is to build students' understanding of texts and key concepts so they may formulate their own ideas about texts in exams and apply their knowledge in the world at large. In these ways we prepare them for the world of further education and work.</p>
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<b>Autumn Term</b>	<p>In the second year students study Elements of Political and Social Protests. There are <b>three</b> texts: <b>one</b> post-2000 prose text, <b>one</b> poetry and <b>one</b> further text, <b>one</b> of which must be written pre-1900.</p> <p><b>Texts</b></p> <ul style="list-style-type: none"> <li>■ <b>The Kite Runner by Khaled Hosseini</b></li> <li>■ <b>Unseen Extracts i.e. Poetry, novel extracts, plays, Literary non fiction i.e. Political speeches</b></li> <li>■ <b>William Blake - Songs of Innocence and of Experience</b></li> </ul> <p><b>Students will learn</b></p> <ul style="list-style-type: none"> <li>■ Procedural knowledge for responding to unseen passage.</li> <li>■ To understand a range of genres (i.e. Bildungsroman) and text types as extracts can come from any of these genres of poetry, prose or drama and can include literary non-fiction.</li> <li>■ The conceptual knowledge of Social Political and Protest Writing i.e. themes like power, dominance, oppression etc.</li> <li>■ Conceptual knowledge of literary methods i.e. voice, motifs, setting, structure (i.e. time), mirroring, foils, poetic devices etc</li> <li>■ The conceptual knowledge of contextual issues arising from the texts i.e. literary social, historical context and Critical Theory.</li> <li>■ To further strengthen skill in Paper 1 questions (Revision)</li> <li>■ Continue work on NEA/ Submitting drafts</li> </ul>	<b>Assessment</b>
		<p>A-level English Literature B Paper 1 A And Paper 2 Section A</p>

<b>Spring Term</b>	<p><b>Spring Texts</b></p> <ul style="list-style-type: none"> <li>■ <b>Margaret Atwood - The Handmaid's tale</b></li> <li>■ <b>William Blake - Songs of Innocence and of Experience</b></li> <li>■ <b>The Kite Runner by Khaled Hosseini</b></li> <li>■ <b>Unseen extracts including Literary Non-Fiction</b></li> <li>■ <b>Shakespeare: Othello/ King Lear</b></li> </ul> <p><b>Students will learn</b></p> <ul style="list-style-type: none"> <li>■ Consolidation of procedural knowledge for Paper 1.</li> <li>■ Consolidation of procedural knowledge for Paper 2</li> <li>■ To submit final drafts of NEA.</li> <li>■ Feedback on examination performance and preparation of a next steps action plan</li> <li>■ Strengthen understanding of how to build convincing and sophisticated arguments</li> <li>■ Submissions of finals drafts of NEA</li> </ul>	<b>Assessment</b>
		<p>A-level English Literature B Paper 1A  A-level English Literature B Paper 2A</p>

<b>Summer Term</b>	<ul style="list-style-type: none"> <li>■ <b>Revision and Exam style practice</b></li> <li>■ <b>A level Examinations take place.</b></li> </ul>	<b>Assessment</b>
		A-level English Literature B Paper 1A A-level English Literature B Paper 2A

<b>Useful Resources for Supporting Your Child at Home:</b>	<b>Homework:</b>
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