



<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>Half Term 1</b>	<b>Half Term 2</b>	<b>Assessment</b>
<b>Autumn Term</b>	<p>In the first year, Student's study three texts: one Shakespeare play, a second drama text (Death of a Salesman) and one further text. In addition to the compulsory Shakespeare play, one of the other two texts must be written pre-1900.</p> <p><b>Autumn Texts (Tragedy)</b></p> <ul style="list-style-type: none"> <li>■ Tess of d'Urbervilles by Thomas Hardy</li> <li>■ Othello or King Lear by Shakespeare</li> </ul> <p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>■ Conceptual knowledge of Aristotelian tragedy.</li> <li>■ The conceptual knowledge of tragedy by exploring "Aspects of tragedy" in Tess of D'Urbervilles and Othello/ King Lear including exploration of dramatic methods.</li> <li>■ Procedural knowledge of extract analysis will be grounded in understanding of dramatic methods including structure and analysis of language emphasising broader ideas arising from the extracts i.e. Themes motifs, imagery, symbolism etc.</li> <li>■ Introduction to procedural knowledge of Discursive essay (Othello/ King Lear).</li> <li>■ The conceptual knowledge of contextual issues arising from the text i.e. literary, social, historical context and Critical Theory.</li> </ul>	<p><b>Introduction NEA (coursework)</b></p> <p><b>Tragedy Texts</b></p> <ul style="list-style-type: none"> <li>■ Tess of d'Urbervilles by Thomas Hardy</li> <li>■ Othello or King Lear by Shakespeare</li> </ul> <p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>■ To deepen understanding of Discursive essay and Extract based essay.</li> <li>■ Introduction to NEA (Coursework) - Theory and independence. This component is designed to allow students to read widely, to choose their own texts and to understand that contemporary study of literature needs to be informed by the fact that different theoretical and critical methods can be applied to the subject. This area of the course provides a challenging and wide-ranging opportunity for an introduction to different ways of reading texts and for independent study.</li> <li>■ Conceptual knowledge of • Narrative theory • Feminist theory • Marxist theory • Eco-critical theory • Post-colonial theory • Literary value and the canon. In this component, students write about two different literary texts. One of the texts must be a poetry text and the other must be prose.</li> <li>■ To Select NEA texts.</li> <li>■ Read Tess of D'Urbervilles and explore authorial intentions of the writers and the themes emanating from the novels. To understand it as a tragic text.</li> </ul>	<p>A-level English Literature B Paper 1A -Section A</p>

		Half Term 3	Half Term 4	Assessment
Spring Term		<b>Half Term 3</b> <b>Spring Texts</b> <ul style="list-style-type: none"> <li>■ Death of a Salesman by Arthur Miller</li> <li>■ Tess of d'Urbervilles by Thomas Hardy</li> <li>■ Othello or King Lear by Shakespeare</li> </ul> <b>Students will learn:</b> <ul style="list-style-type: none"> <li>■ How texts can be connected and how they can be interpreted in multiple ways so that students can arrive at their own interpretations.</li> <li>■ To begin to understand procedural knowledge of constructing an answer discussing Tess of d'Urbervilles and Death of a Salesman.</li> <li>■ Conceptual knowledge surrounding the above texts.</li> <li>■ To strengthen skill in Othello/ King Lear questions through exam style practice.</li> <li>■ Develop understanding of Procedural knowledge for tackling NEA and begin independent work.</li> </ul>	<b>Half Term 4</b> <b>Spring Texts</b> <ul style="list-style-type: none"> <li>■ Death of a Salesman by Arthur Miller</li> <li>■ Tess of d'Urbervilles by Thomas Hardy</li> <li>■ Othello or King Lear by Shakespeare</li> </ul> <b>Students will learn:</b> <ul style="list-style-type: none"> <li>■ To consolidate understanding of procedural knowledge of extract analysis will be grounded in understanding of dramatic methods including structure and analysis of language emphasising broader ideas arising from the extracts i.e. Themes motifs, imagery, symbolism etc</li> <li>■ To consolidate understanding of how connections between texts and how they can be interpreted in many ways.</li> <li>■ To continue to work independently on NEA.</li> </ul>	A-level English Literature B Paper 1A SA and SB

		Half Term 5	Half Term 6	Assessment
Summer Term		<b>Half Term 5</b> <b>Spring Texts</b> <ul style="list-style-type: none"> <li>■ Death of a Salesman by Arthur Miller</li> <li>■ Tess of d'Urbervilles by Thomas Hardy</li> <li>■ Othello or King Lear by Shakespeare</li> </ul> <b>Students will learn:</b> <ul style="list-style-type: none"> <li>■ Consolidating conceptual knowledge surrounding the above texts.</li> <li>■ To strengthen skill in Othello/ King Lear questions through exam style practice.</li> <li>■ To continue independent NEA work.</li> </ul>	<b>Half Term 6</b> <b>Spring Texts</b> <ul style="list-style-type: none"> <li>■ Death of a Salesman by Arthur Miller</li> <li>■ Tess of d'Urbervilles by Thomas Hardy</li> <li>■ Othello or King Lear by Shakespeare</li> <li>■ The Kite Runner by Khaled Hosseini</li> </ul> <b>Students will be taught:</b> <ul style="list-style-type: none"> <li>■ Consolidation of procedural knowledge for Paper 1.</li> <li>■ To submit first drafts of NEA.</li> <li>■ Introduction to The Kite Runner (start reading).</li> <li>■ Feedback on examination performance and preparation of a next steps action plan</li> </ul>	A-level English Literature B Paper 1A

Useful Resources for Independent Research:
WHGS is subscribed to: <ul style="list-style-type: none"> <li>■ <a href="#">JSTOR Home</a></li> <li>■ <a href="#">English &amp; Media Centre   Enter emagazine online   emagazine (englishandmedia.co.uk)</a></li> </ul>