

Huntington School English Department: Curriculum Intent – KS5

English Literature

In Year 12, we examine the **genre of tragedy** – a keystone element of our literary tradition. At the core of all the set texts is a tragic hero or heroine who is flawed in some way, who suffers and causes suffering to others and in all texts there is an interplay between what might be seen as villains and victims.

Building upon the concepts embedded in both KS3 and KS4, students will examine:

- the journey towards death of the protagonists, their flaws, pride and folly, their blindness and insight, their discovery and learning, their being a mix of good and evil
- how the behaviour of the hero affects the world around him, creating chaos and affecting the lives of others
- the structural pattern of the text as it moves through complication to catastrophe, from order to disorder, through climax to resolution, from the prosperity and happiness of the hero to the tragic end
- ultimately how the tragedy affects the audience, acting as a commentary on the real world, moving the audience through pity and fear to an understanding of the human condition.

In Year 13, we shift focus to **social and political protest writing**. Although it could be claimed that all texts are political, what defines the texts here is that they have issues of power and powerlessness at their core, with political and social protest issues central to each text's structure. The political and social protest genre covers representations of both public and private settings.

All set texts foreground oppression and domination and they all look at the cultures we live in and have lived in over time. A crucial word in the title of this option is 'Elements' and students need to consider the specific elements that exist in each of their texts. Building upon the concepts embedded in both KS3 and KS4, students will examine:

- the specific nature of the power struggle, the behaviours of those with power and those without, those who have their hands on the levers of power
- the pursuit of power itself, rebellion against those with power, warfare
- the workings of the ruling political classes
- gender politics and issues of social class

English Language

Our curriculum prepares students for the study of linguistics in four key areas:

1. Students receive a thorough grounding in grammar and syntax, allowing them to decode the subtle ways language is used to communicate, influence and manipulate in spoken and written texts.
2. Why the way we speak is a sign of who we are. People speak different types of English in different parts of the UK and around the world. But do men and women speak differently? What about teenage slang? How does ethnicity, sexuality or even social class affect the way people speak?
3. Where English comes from and how Language changes. From Proto- Indo European words spoken 8000 years ago to new words like 'selfie' and 'pwned', you will discover how and why English constantly evolves.
4. How our amazing infant brains acquire language. How do tiny babies manage to learn English from zero words to fully fluent in a few short years? Are they 'pre-programmed' to pick up a language, or do they learn from the adults around them? And how do mistakes like 'I goed home' help us answer these questions?

Key Stage Five Overview

Our examination board is AQA and the full course titles and specification codes are:

- GCE English Language (7702)
- GCE English Literature (7717)

You can find out additional information, or, download copies of the specification, from:

English Language: <https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702/specification-at-a-glance>

English Literature: <https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-b-7716-7717/specification-at-a-glance>

This is how we sequence the teaching of the each course's specification.

Language

Year 12:

Teacher A	Teacher B
Introduce language levels: Grammar Graphology	Introduce language levels: Lexis & Semantics Pragmatics Discourse Phonology
Assessment 1	
Regional Variation Introduce evaluative essay writing	Gender Introduce directed writing
Assessment 2	
Social Groups (including ethnicity) Directed writing	Occupation (including power) Evaluative essay writing
Assessment 3	
Meanings and Representation	Original Writing
Assessment 4	
Revision	Revision
End of Year Examination – Paper 1 Section A & Paper 2 Section A/C	
Complete and submit Original Writing NEA	

Year 13:

Teacher A	Teacher B
Language Change and Global Varieties	Child Language Development
P2 Section B Comparison	
Language Investigation	Language Investigation
Y12 Revision: Region & Social Groups	Y12 Revision: Gender & Occupation
REVISION: Meanings & Reps Evaluative essays Region Social Groups Child Language	REVISION: Directed writing P2 Section B comparison Gender Occupation Language Change
A Level Examinations	

Literature

Year 12:

Teacher A	Teacher B
Othello or King Lear Paper 1 Section A	Introduction to Tragedy Death of a Salesman Paper 1 Section C
Assessment 1	
Paper 1 Section B	
Assessment 2	
Paper 1 Section A & B	Assessment 2 Keats Paper 1 Section C
Assessment 3	
Introduction to Critical anthology	
Assessment 4	
Revise Othello (Sections A and B)	Revise Miller and Keats (Section C)
End of Year Examination – Paper 1: Aspects of Tragedy	
Teach NEA Prose text and approaches	Teach NEA Poetry text and approaches
Students complete NEA Draft 1 over Summer holidays	

Year 13:

Teacher A	Teacher B
Blake	Political Unseen
	The Kite Runner
The Handmaid's Tale	
	REVISION: Death of a Salesman
REVISION: Othello Blake The Handmaid's Tale	Keats Political Unseen The Kite Runner
A Level Examinations	

Assessment

For each A Level topic outlined above, students complete:

- A mid-unit assessment, where teachers identify misconceptions and identify targets for improvement, without issuing marks or grades
- A final assessment, where marks and grades (where applicable) are issued to students.

In Year 12 and 13, students will sit a series of formal mock examinations prior to their public examinations.

Feedback

1. Detailed written feedback is given at least once per month, per teacher.
2. For interim assessments, comment-only marking will often be used to identify strengths and areas of develop in students work. For end-of-unit formal assessments (5-6 times per year), marks or grades will be provided alongside teachers' comments.
3. DIRT opportunities are always provided after the return of formal assessments.
4. Verbal feedback is also regularly given through questioning methods and extended one-to-one conversations. These take place following the return of assessments, mock examinations and coursework.
5. Self and peer feedback is central and students will be trained how to interpret and apply examination criteria effectively.
6. Teachers will conduct folder checks at regular intervals to ensure that notes are presented correctly and filed appropriately.

Homework

Frequency: Homework tasks will be set on a weekly basis. Students will spend 1 hour per lesson on extended learning tasks.

Types of tasks:

- Revise to embed key subject content in long term memory, e.g. the learning of key theories and terminology.
- Lesson preparation work, including reading and annotation of texts.
- To prepare and answer exam-style questions based on subject content, under timed conditions where appropriate.
- Independent study and research including gathering data, investigating language, contextual research and finding texts for analysis.
- Practise key skills e.g. annotation, analysis, application of theory, and developing writing skills.
- Completion of Non-Exam Assessment tasks.
- Read around the subject, as directed and independently.
- Use of DIRT to improve or develop written responses.
- Quizzes set on Microsoft Forms.

How can I support my child?

Parents and carers have an important role in this and there are many ways you can support your children to continue their progress in English.

How can I help support my child's learning of English at home?

- Talk about what they have been reading in school in the last few weeks/ terms.
- Continue to encourage them to read regularly from a range of fiction and non-fiction.
- Check they are regularly working on English revision of all the set texts. Read the texts yourselves where appropriate and talk to them about the characters, ideas and issues the writer is exploring.
- Encourage them to complete the Home Learning Resources Pack which schools have issued or those which have been made available via the Kent Children's University and The Education People.