

Curriculum Overview: Year 12 English Literature

Rationale: In Year 12 we endeavour to introduce students to a range of fiction such as novels, plays, poetry as part of their key texts study. They will also be given a range of wider reading articles to complement their studies. Students will learn how to analyse texts on a deeper level, paying particular attention to the methods writers use to create meaning and how these impact on our understanding of the characters and events. Students will be exposed to a range of subject specific terminology, and will learn how to use this accurately and appropriately in their writing. Students will develop their writing skills in order to be mature and analytical when considering texts. They will be able to apply terminology and contexts in an appropriate and integrated manner to enhance their analysis whilst considering texts in a historicist manner.

Assessment objectives

AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

AO2 Analyse ways in which meanings are shaped in literary texts.

AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

AO4 Explore connections across literary texts.

AO5 Explore literary texts informed by different interpretations.

Term	Outline	Assessment	Home learning	Skills focus	Key skills/knowledge
Autumn 1 (8 weeks)	Teacher A: Post 2000 Poetry Teacher B: Introduction to Dystopian fiction/Handmaid's Tale	Progress Check: Assessment on one named poem from the assessment. Progress Check: Extract assessment from start of novel.	Tasks to be set each week by class teacher.	Post 2000 poetry – AO1, AO2, AO4 assessed. Handmaid – AO1, AO2, AO3, assessed at this stage	Students will apply sophisticated terminology and analyse poetic methods of language, structure and form to explore meaning. Students will begin to learn how to write in academic register, using sophisticated analysis and terminology in their responses. Students will analyse narrative features and ways in which meanings are shaped, as well as exploring features of the social dystopian genre.
Autumn 2 (7 weeks)	Teacher A: Post 2000 Poetry	Assessment: Comparison essay for whole collection.	Tasks to be set each week by class teacher.	Post 2000 poetry – AO1, AO2, AO4 assessed.	Students will apply sophisticated terminology and analyse poetic methods of language,

	Teacher B: Handmaid's Tale	Assessment: whole novel essay style question		Handmaid – AO1, AO2, AO3, assessed at this stage	structure and form to explore meaning. Students will begin to learn how to write in academic register, using sophisticated analysis and terminology in their responses. Students will analyse narrative features and ways in which meanings are shaped, as well as exploring features of the social dystopian genre.
Spring 1 Revision (2 weeks) PPEs (2 weeks) Streetcar/ Frankenstein (2 weeks)	Teacher A: Poetry Revision Teacher B: Handmaid revision Teacher A: A Streetcar Named Desire Teacher B: Frankenstein	PPEs – Adapted paper – Poetry and Handmaid	Tasks to be set each week by class teacher.	Post 2000 poetry – AO1, AO2, AO4 assessed. Handmaid – AO1, AO2, AO3, assessed at this stage Streetcar – AO1, AO2, AO3 assessed. Frankenstein – AO1, AO2, AO3, AO4 assessed	Students will analyse dramatic features and ways in which meanings are shaped, as well as exploring post WWII America. Students will analyse narrative features and ways in which meanings are shaped, as well as exploring features of the Gothic/horror/science fiction genre.
Spring 2 (6 weeks)	Teacher A: A Streetcar Named Desire Teacher B: Frankenstein – comparison with Handmaid	Assessment: Whole play essay style question Assessment: Frankenstein and Handmaid comparison	Tasks to be set each week by class teacher.	Streetcar – AO1, AO2, AO3 assessed. Frankenstein – AO1, AO2, AO3, AO4 assessed	Students will analyse dramatic features and ways in which meanings are shaped, as well as exploring post WWII America. Students will analyse narrative features and ways in which meanings are shaped, as well as exploring features of the Gothic/horror/science fiction genre.
Summer 1 Revision	Teacher A: Revision of paper 1	EXAMS	Tasks to be set each week by class teacher.	Post 2000 poetry – AO1, AO2, AO4 assessed.	

<p>(4 weeks)</p> <p>EXAMS</p>	<p>Teacher B: Revision of paper 2</p>	<p>Paper 1 – Thursday 15th May am 2025</p> <p>Paper 2 – Friday 23rd May am 2025</p>		<p>Streetcar – AO1, AO2, AO3 assessed.</p> <p>Handmaid and Frankenstein – AO1, AO2, AO3, AO4 assessed</p>	
<p>Summer 2</p> <p>NEA</p> <p>(7 weeks)</p>	<p>Teachers A and B: The Great Gatsby</p>		<p>Tasks to be set each week by class teacher.</p>	<p>AO1, AO2, AO3, AO4, AO5 assessed.</p>	<p>Students will study the novel ‘The Great Gatsby’ as part of their NEA component. Students will study characters, structure, themes and contextual influences, and how these create meaning within the text. Students will be supported to start considering their second text option for their NEA component.</p>