The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	English Literature
Year Group	Year 12
Intent	**Successful and resilient learners:** who are attentive to and reflect upon their learning, have high expectations of themselves and realise their full potential in reading, writing and spoken language skills **Confident individuals:** who can express themselves with intent in a succinct, assured and articulate way, according to audience and purpose **Responsible citizens:** who are discerning critical readers of fiction and non-fiction texts and whose analytical skills will allow them to interpret the ever more complex linguistic landscape and enable meaningful discussion of spiritual, moral, social and cultural issues

Narrative	: All learners will be equipped with the reading and writing skills suitable for enabling them to prepare for A level examinations during Year 13 which will, in turn, enable them to study English Literature at undergraduate level. Skills and knowledge developed during this course builds on analytical and contextual skills and knowledge developed at GCSE but provides a more in-depth, detailed exploration of genres and literary eras and how these aspects of a text influence content and interpretation. Students also have enhanced critical evaluation and technical analytical skills as a result of A level studies.					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	P1: Section B, Love Through the Ages: Unseen poetry P2: WW1 Context P2: WW1 Poetry	P1: Section C, Love Through the Ages.: prose ("Rebecca") and modern anthology poetry P2: WW1 Poetry and prose text "A Long Long Way"	P1: Section C, Love Through the Ages.: prose ("Rebecca") and modern anthology poetry P2: WW1 Poetry and prose text "A Long Long Way	P1 Section C: Love Through the Ages. prose ("Rebecca") and modern anthology poetry P2: prose text "A Long Long Way" and unseen prose	P1: Section B, unseen poetry NEA: coursework P2: prose and poetry comparison	NEA: coursework P2: unseen prose
Key skills	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.	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.	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	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	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.	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.	AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.	texts. AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. AO4: Explore connections across texts, informed by linguistic concepts and methods – discourses, debates, relevant theory	significance and influence of the contexts in which literary texts are written and received. AO4: Explore connections across literary texts arising out of historicist study. AO5: Explore literary texts informed by different interpretations.	AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.	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 arising out of historicist study. AO5: Explore literary texts informed by different interpretations.
Careers and Cultural capital	Developing an understanding of 'Love' and how it's presented through literature over the centuries through the poetic form. Developing an understanding of World War 1 and how it's presented through literature over the centuries. Careers in the armed forces Critical thinking skills	As per last half term. In addition, exploring the constraints of female life during the late 1900s, examining modern interpretations of 'Love' through 20th C. Poetry. WW1 context covering such as trench warfare, conscription,	Exploring the constraints of female life during the late 1900s, examining modern interpretations of 'Love' through 20th C. Poetry. WW1 context covering such as trench warfare, conscription, conscientious objection, shellshock, class difference,	Exploring the constraints of female life during the late 1900s, examining modern interpretations of 'Love' through 20th C. Poetry. WW1 context covering such as trench warfare, conscription, conscientious objection, shellshock, class difference, disability, nursing, leadership.	WW1 context covering such as trench warfare, conscription, conscientious objection, shellshock, class difference, disability, nursing, leadership. Genre exploration: poetry, prose, drama. non-fiction and fiction writing, satire and realism etc.	WW1 context covering such as trench warfare, conscription, conscientious objection, shellshock, class difference, disability, nursing, leadership. Genre exploration: poetry, prose, drama. non-fiction and fiction writing,

		conscientious objection, shellshock, class difference, disability, nursing, leadership. Genre exploration: poetry, prose, drama. non-fiction and fiction writing, satire and realism etc. Careers in literary writing Critical thinking skills	disability, nursing, leadership. Genre exploration: poetry, prose, drama. non-fiction and fiction writing, satire and realism etc. Careers in the armed forces Critical thinking skills	Genre exploration: poetry, prose, drama. non-fiction and fiction writing, satire and realism etc. Careers in literary writing Critical thinking skills	Introduction to a wide range of texts from the Literary Canon which all explore literary representations of gender, race, class, love, mental health and conflict. Careers in the armed forces Critical thinking skills	satire and realism etc. Introduction to a wide range of texts from the Literary Canon which all explore literary representations of gender, race, class, love, mental health and conflict. Careers in literary writing Critical thinking skills
Assessment ***Details required of nature of each assessment (closed/multiple-choice/open long answers/number of marks)***	Fortnightly written tasks, marked in line with relevant AOs.	Fortnightly written tasks, marked in line with relevant AOs.	Fortnightly written tasks, marked in line with relevant AOs.	Fortnightly written tasks, marked in line with relevant AOs.	Fortnightly written tasks, marked in line with relevant AOs, focusing on mock preparation.	Supervision and agreement of coursework proposals. Modified mock exam (June). Fortnightly written tasks, marked in line with relevant AOs.
Required Prior Knowledge						

What key elements of GCSE/previous taught A-level needed to be successful?						
Essential Pre-topic Activities ***Actual sources of reading to support the reinforcement / checking of required prior knowledge***						