

# Landau Learner Curriculum Overview

Subject: English

Director of Learning: Mrs B Wright

Year: 12

Curriculum organisation				
Students have ten taught session per fortnight which is split equally between two Learning Tutors. Students are expected to spend an equivalent amount of time on their English work during private study sessions. In terms 1 – 4 students will study the set texts from AQA A Level English Language and Literature.				
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*				
Term 1:	Term 2:	Term 3:	Term 4:	Term 5:
<ul style="list-style-type: none"> <li>Paris Anthology course induction: introduction to A Level Linguistic and Literary concepts</li> <li>Introduction to <i>'The Handmaid's Tale'</i> by Margaret Attwood</li> <li>Introduction to Poetry by Carol Ann Duffy taken from her <i>'Mean Time'</i> collection</li> </ul>	<ul style="list-style-type: none"> <li><i>'The Handmaid's Tale'</i> by Margaret Attwood</li> <li>Poetry by Carol Ann Duffy taken from her <i>'Mean Time'</i> collection</li> </ul>	<ul style="list-style-type: none"> <li>AQA Paris Anthology texts split between both LTs by genre</li> <li><i>'The Handmaid's Tale'</i> by Margaret Attwood</li> <li>Poetry by Carol Ann Duffy taken from her <i>'Mean Time'</i> collection</li> </ul>	<ul style="list-style-type: none"> <li>AQA Paris Anthology texts split between both LTs by genre</li> <li>Revision of all three sections of Paper 1 exam</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to NEA: Making Connections between literary and non-literary texts</li> </ul>
<p>*Links: <b>Prior learning KS3/4:</b> Building on previous learning of linguistic and literary devices in KS3/4. Conventions of the dystopian fiction genre from Yr 9. Build on our understanding of poetic techniques learnt in KS3/4 particularly focusing on poetic voice</p> <p><b>Curriculum Intent:</b> Promotion of challenging fiction and non-fiction texts which encourage students to read and explore the borders of their world and imagination.</p>	<p>*Links: <b>Prior learning KS3/4:</b> To engage with the notions of how totalitarian world views can subvert our expectations of British Values as explored in Year 9's dystopian fiction model. To explore the creation of persona in poetry and build on ideas learnt about dramatic monologues such as Medusa in Year 8 or Porphyria's Lover in Year 10.</p> <p><b>Curriculum Intent:</b> Students are encouraged to read and explore beyond the borders of their world, through an introduction to the 19<sup>th</sup> century and conventions of the Detective genre</p>	<p>*Links: <b>Prior learning KS3/4:</b> Students will explore how to compare and contrast a wide variety of non-fiction texts based on the theme of Paris. This will build upon the learning for the GCSE English Language Paper 2 exam.</p> <p><b>Curriculum Intent:</b> Students are encouraged to read a wide range of challenging texts that will largely be outside their immediate sphere of experience. They will learn the conventions of a wide variety of genre and modes and compare them based around specific unifying themes in the Paris anthology.</p>	<p>*Links: <b>Prior learning KS3/4:</b> during the completion of the study of the Paris anthology, the prior learning will be as per the previous three term'.</p> <p><b>Curriculum Intent:</b> Students will revise and consolidate their learning in order to effectively complete their Yr 12 Trial exam which is based on a complete Paper 1. Students will then reflect, review and amend their responses to the questions.</p>	<p>*Links: <b>Prior learning KS3/4:</b> Researching a range of literary and non-literary texts.</p> <p><b>Curriculum Intent:</b> Students explore challenging texts beyond the borders of their world and imagination, through explorations of their own text choices.</p>

Equipment needed for sessions:

What can you do to support your child?

<ul style="list-style-type: none"> <li>• English folder</li> <li>• Copies of set texts</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to read widely and regularly, making sure that they choose challenging material at all times</li> <li>• Encourage your child to read/watch/listen to the news on a daily basis and discuss these current affairs with them.</li> <li>• Encourage them to complete the homework tasks they are set by their English teachers to a high standard, asking them to show you the finished work.</li> <li>• Encourage your child to purchase and work through the relevant revision guides or any Zig Zag guides provided by the College.</li> <li>• Encourage the AQA's website to access past papers, mark schemes, exemplar essays and examiner's reports to support their revision</li> </ul>
<p><b>How will learning be assessed and progress measured?</b></p> <ul style="list-style-type: none"> <li>• Viva assessment at the end of the induction period in Term 1</li> <li>• Marking of written is carried out on a regular basis in line with the College policy</li> <li>• Formative written assessment in Term 2.</li> <li>• End of year summative assessment.</li> <li>• Regular peer and self-marking.</li> <li>• Homework.</li> </ul>	<p><b>Extension and enrichment activities:</b></p> <ul style="list-style-type: none"> <li>• Theatre visits</li> <li>• Opportunities to enter school creative writing competitions</li> </ul>