

Ursuline College Curriculum Implementation: English Y12



Curriculum Intent	Our English curriculum seeks to nurture every individual through the Gospel values of love, joy and compassion, placing the dignity of the whole child at the heart of our work. We aim to develop secure knowledge of language and literature while deepening students’ understanding of identity, diversity and the world around them. Through rich and varied texts, pupils explore human experience, cultural perspectives and the journeys that shape who we become. They are encouraged to reflect on their own lives, values and beliefs while appreciating the voices and stories of others. We strive to cultivate articulate, thoughtful and critically aware learners who engage with reading, writing and spoken language with confidence and purpose. The curriculum promotes the skills of analysis, creativity and clear communication, while also fostering metacognitive habits that help students understand how they learn and how meaning is constructed. Through this approach, pupils develop empathy, curiosity and a reflective mindset that allows them to encounter complexity with maturity and insight. By the end of their journey, students will not only have mastered the academic demands of English but will also have developed a deeper sense of self, a broader understanding of society and a lasting appreciation for literature and language. They will be equipped to express themselves with confidence, to think independently and to contribute to the world with integrity, compassion and hope.			
Exam Board & Specification	AS AND A-LEVEL ENGLISH LITERATURE B			
	Cycle 1 <table><tr><td>Term 1 1.9.26 – 23.10.26 8 weeks</td><td>Term 2 2.11.26 – 18.12.26 7 weeks</td></tr></table>		Term 1 1.9.26 – 23.10.26 8 weeks	Term 2 2.11.26 – 18.12.26 7 weeks
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Focus & Skills (Inc paper/ unit focus)	Othello Death of a Salesman			
Links to CST	<i>Death of a Salesman</i> teaches us that a person's value does not depend on money, success, or popularity. This reflects the Catholic belief that we should respect the dignity of all people and pay special attention to those who are struggling or disadvantaged. <i>Othello</i> teaches us about the harm caused by prejudice and exclusion. This reflects the Catholic belief that we should respect the dignity of every person and pay special attention to those who may be treated unfairly or pushed to the margins of society.			
Explicit Skill Content	When studying "Death of a Salesman" and "Othello" at A-level, students need to develop and demonstrate several explicit skills to effectively engage with the texts and meet the requirements of the curriculum. Here are some key skills content students need to know for both plays: Close Textual Analysis:			

- Ability to analyse the language, imagery, symbolism, and dramatic techniques used by Arthur Miller and William Shakespeare to convey themes, develop characters, and create mood and atmosphere.
- Understanding of how dialogue, soliloquies, asides, and stage directions contribute to character development, plot progression, and thematic exploration.

Character Analysis:

- Proficiency in analysing the motivations, relationships, and development of central characters such as Willy Loman, Linda Loman, Biff Loman, Othello, Desdemona, Iago, and Emilia.
- Capability to explore the complexities of characters' personalities, conflicts, and internal struggles, as well as their interactions with other characters.

Contextual Understanding:

- Familiarity with the historical, social, and cultural contexts of post-war America in the 1940s and 1950s for "Death of a Salesman," and Renaissance Venice and Cyprus for "Othello."
- Understanding of how these contextual factors influence the themes, characters, and events depicted in the plays, including issues of race, gender, class, and power dynamics.

Critical Interpretation:

- Ability to critically interpret and evaluate the plays' themes, including the American Dream, identity, betrayal, jealousy, manipulation, and the nature of tragedy.
- Capacity to explore different interpretations of the plays and critically assess their validity based on evidence from the texts and relevant contextual information.

Literary Criticism:

- Understanding of key literary theories and approaches, such as Marxist criticism, feminist criticism, and psychoanalytic criticism, and their application to "Death of a Salesman" and "Othello."
- Ability to engage with secondary sources, including critical essays and scholarly articles, to deepen understanding and develop nuanced interpretations of the plays.

Essay Writing Skills:

- Proficiency in crafting coherent, analytical essays that demonstrate a clear thesis statement, well-structured arguments, and evidence-based analysis.
- Capability to use appropriate literary terminology and cite textual evidence effectively to support arguments and interpretations.

Independent Research:

- Capacity to conduct independent research on relevant literary, historical, and critical contexts to enrich analysis and interpretation of the plays.
- Ability to evaluate and synthesize information from a range of sources to develop informed and original insights.

	➤ By developing these explicit skills content, students can engage critically and analytically with "Death of a Salesman" and "Othello" at A-level, demonstrating a deep understanding of the texts and their broader significance.	
Homework	Independent Research and Wider Reading	
Assessment	Essay question based on Tragedy Paper Section B Essay question based on Tragedy Paper Section C.	
Disciplinary Literacy Vocab	Tragedy – classical/modern/domestic, hubris, hamartia, tragic hero, catharsis, anagnorisis, peripeteia,	
Texts/ Resources	Othello by William Shakespeare Death of a Salesman by Arthur Miller	
Revision Material Sources	Consolidation of learning will take place at home through: Completion of research/wider reading/consolidation activities in relation to content covered in class.	
	Cycle 2 Term 3 4.1.27 – 12.2.27 6 weeks Term 4 23.2.27 – 25.3.27 5 weeks	
Focus & Skills (Inc paper/ unit focus)	Poetry: Keats NEA Critical Anthology: Prose (start) Introduction to literary theory.	
Links to CST	<i>Keats' poetry</i> links to the Preferential Option for the Poor because it encourages readers to recognise the value, dignity, and shared humanity found in everyday experiences. His poems often show empathy for human suffering and remind us to appreciate the beauty and worth of life, especially in the face of hardship, loss, and inequality.	
Explicit Skill Content	When studying the poetry of John Keats for A Level English Literature, students need to develop and demonstrate a range of explicit skills to analyse and interpret his work effectively. These skills can be categorized into several key areas: Close Reading and Textual Analysis ➤ Language and Diction: Understanding Keats's choice of words, their connotations, and the overall impact on meaning. ➤ Imagery and Symbolism: Identifying and interpreting the imagery and symbols Keats uses to convey deeper meanings. ➤ Form and Structure: Analysing the form of Keats's poems (e.g., sonnets, odes), their structural elements (stanza arrangement, rhyme scheme), and how these contribute to the overall effect. ➤ Sound and Rhythm: Examining the use of meter, rhyme, alliteration, assonance, and other sound devices to understand how they enhance the poem's meaning and emotional impact. ➤ Figurative Language: Identifying metaphors, similes, personification, and other figures of speech, and interpreting their significance. Contextual Understanding ➤ Biographical Context: Understanding Keats's life, including his personal experiences, health, and relationships, and how these influenced his poetry. ➤ Historical and Cultural Context: Exploring the Romantic era, its key themes, and how Keats's work reflects and contributes to Romantic ideals.	

	➤ Literary Influences: Recognizing the influence of other writers and literary traditions on Keats's poetry. Thematic Analysis ➤ Major Themes: Identifying and analysing recurring themes in Keats's work, such as beauty, mortality, nature, imagination, and transience. ➤ Philosophical Ideas: Exploring Keats's reflections on existence, truth, and the role of the poet. Critical Interpretation ➤ Critical Perspectives: Engaging with various critical interpretations of Keats's work, including feminist, psychoanalytic, and historical approaches. ➤ Argument Development: Constructing well-supported arguments about the meaning and significance of Keats's poetry. ➤ Comparative Analysis: Comparing and contrasting Keats's poems with those of other Romantic poets or other literary periods. Writing Skills ➤ Essay Writing: Writing clear, coherent, and well-structured essays that demonstrate a deep understanding of Keats's poetry. ➤ Evidence and Quotations: Effectively incorporating textual evidence and quotations to support analytical points. ➤ Critical Vocabulary: Using appropriate literary terminology to discuss poetic techniques and their effects. Personal Response ➤ Engagement with the Text: Developing a personal response to Keats's poetry, supported by textual analysis and contextual understanding. ➤ Creative Interpretation: Exploring creative interpretations of Keats's themes and techniques, potentially through creative writing or other expressive forms. ➤ Mastering these skills allows students to engage deeply with Keats's poetry, appreciating its artistic complexities and cultural significance while developing their own critical and analytical abilities.	
Homework	NEA Prep	
Assessment	Mock – Whole tragedy paper	
Disciplinary Literacy Vocab	classical/modern/domestic, hubris, hamartia, tragic hero, catharsis, anagnorisis, peripeteia, Marxism, Feminism, Poetry terminology	
Texts/ Resources	Anthology	
Revision Material Sources	Consolidation of learning will take place at home through: Completion of research/wider reading/consolidation activities in relation to content covered in class.	
	Cycle 3	
	Term 5 12.4.27 – 28.5.27 7 weeks	Term 6 7.6.27 – 16.7.27 6 weeks
Focus & Skills (Inc paper/ unit focus)	NEA Critical Anthology: prose (complete) Introduction to Crime Writing (unseen)	

	Poetry: Crime
Links to CST	<i>The Rime of the Ancient Mariner</i> teaches us that all life has value and should be treated with respect. This reflects the Catholic belief that we should care for those who are vulnerable and show compassion towards all of God's creation.
Explicit Skill Content	When students study "Introduction to Crime" in A-Level English Literature, they develop a range of explicit skills essential for analysing and interpreting crime-related texts. These skills include: Close Reading and Textual Analysis ➤ Language and Diction: Understanding the choice of words, their connotations, and their impact on meaning and tone. ➤ Imagery and Symbolism: Identifying and interpreting the use of imagery and symbols related to crime, justice, and morality. ➤ Form and Structure: Analysing the form and structure of crime literature, including narrative techniques, plot development, and the use of literary devices. ➤ Characterization: Examining how characters involved in crime are portrayed, their motivations, and their development throughout the text. ➤ Setting and Atmosphere: Understanding the significance of setting in crime literature and how it contributes to the overall atmosphere and themes. Contextual Understanding ➤ Historical Context: Exploring the historical background of crime literature, including how different time periods influence the portrayal of crime and justice. ➤ Social and Cultural Context: Understanding the social and cultural factors that shape crime literature, such as societal attitudes towards crime, law, and morality. ➤ Authorial Context: Considering the author's background and intentions, and how these influence the depiction of crime in their work. Thematic Analysis ➤ Major Themes: Identifying and analysing key themes in crime literature, such as justice, morality, punishment, redemption, and the impact of crime on individuals and society. ➤ Philosophical and Ethical Issues: Exploring the philosophical and ethical questions raised by crime literature, including discussions on justice, morality, and the nature of evil. Critical Interpretation ➤ Critical Perspectives: Engaging with various critical interpretations of crime literature, including feminist, psychoanalytic, Marxist, and historical approaches. ➤ Argument Development: Constructing well-supported arguments about the meaning and significance of crime-related texts. ➤ Comparative Analysis: Comparing and contrasting different crime texts or different approaches to similar themes within crime literature. Writing Skills ➤ Essay Writing: Writing clear, coherent, and well-structured essays that demonstrate a deep understanding of crime literature.

	➤ Evidence and Quotations: Effectively incorporating textual evidence and quotations to support analytical points. ➤ Critical Vocabulary: Using appropriate literary terminology to discuss the techniques and effects used in crime literature. Personal Response ➤ Engagement with the Text: Developing a personal response to crime literature, supported by textual analysis and contextual understanding. ➤ Creative Interpretation: Exploring creative interpretations of crime themes and techniques, potentially through creative writing or other expressive forms. ➤ By mastering these skills, students gain a comprehensive understanding of crime literature, allowing them to critically analyse texts, engage with complex themes, and develop well-rounded interpretations and arguments.
Homework	Essay Practice
Assessment	NEA prose final essay in full. Mock – Full Tragedy paper
Disciplinary Literacy Vocab	Marxism, Feminism, Ecocriticism, criminal, victim, detective, post modernism, guilt, remorse, forgiveness, retribution, revenge, punishment, justice, injustice, faith, nemesis
Texts/ Resources	Anthology
Revision Material Sources	Consolidation of learning will take place at home through: Completion of research/wider reading/consolidation activities in relation to content covered in class.