

Ursuline College Curriculum Implementation: English Literature Y13



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	AQA English Literature - Aspects of Tragedy Elements of Crime	
	Cycle 1	
	Term 1 1.9.26 – 23.10.26 8 weeks	Term 2 2.11.26 – 18.12.26 7 weeks
Focus & Skills (Inc paper/ unit focus)	NEA: critical anthology – Poetry – started The plot, themes, context etc of ‘Kala’ and ‘Atonement’ How to independently explore how writers shape meanings The conventional elements of crime writing The importance of context – in relation to each text How to study poetry through an engagement with theoretical ideas such as Marxism or Feminism, Eco-criticism NEA: critical anthology – Poetry – started	
Links to CST	Atonement teaches us about the importance of justice and the harm caused when people are judged unfairly. This reflects the Catholic belief that we should support those who are vulnerable and ensure that every person is treated with dignity and fairness.	

	Kala links to the Preferential Option for the Poor because it explores how some people can be overlooked, forgotten, or left without support by their communities. Through its focus on loss, trauma, and the long-lasting impact of social neglect, the novel encourages readers to reflect on the importance of caring for vulnerable people and ensuring that no one is ignored or abandoned.	
Explicit Skill Content	➤ Engage critically and creatively with poetry, demonstrating ability to respond in different ways. ➤ Demonstrate knowledge enhanced by study of critical theory. ➤ Explore contexts of texts and others' interpretations of them, including but not limited to context of production, how texts received over time and modern interpretations. ➤ Develop and effectively apply knowledge of literary analysis and evaluation ➤ Explore how writers have shaped meanings ➤ Show knowledge and understanding of how genre features and conventions operate in prose fiction texts, knowledge and understanding of a range of ways to read text sand understanding of a range of literary texts, making connections and exploring the relationships between them.	
Homework	• Research • Lesson preparation • Independent study of texts • Consolidation activities • Essay type responses	
Assessment	Mock 1 – Elements of Crime section A	
Disciplinary Literacy Vocab	criminal, victim, detective, post modernism, guilt, remorse, forgiveness, retribution, revenge, punishment, justice, injustice, faith, nemesis	
Texts/ Resources	Kala by Colin Walsh Atonement by Ian McEwan Critical Anthology	
Revision Material Sources	Wider reading - literary theorists Independently selected poetry text Wider reading - Crime fiction texts	
	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)	NEA: critical anthology – poetry essay finished How poetry texts conform to or challenge conventions of genre How authors shape meanings Connections between texts in relation to genre The importance of context – in relation to each text How to develop a critical response to Paper 2 essay questions with consideration of AOs The importance of context – in relation to each text. How to consolidate knowledge in preparation for summer exam series	

Links to CST	In the A-Level Poetry NEA, students explore themes such as conflict, suffering, injustice, and resilience, many of which are deeply connected to Catholic Social Teaching on the Preferential Option for the Poor. Poetry often gives voice to those who are marginalised, oppressed, or overlooked, encouraging readers to engage with experiences of hardship and inequality. This reflects the Christian belief that society should show particular concern for the most vulnerable and work to uphold their dignity. Just as Catholic teaching emphasises a special commitment to supporting those in greatest need, poetry invites students to consider perspectives that are often unheard, develop compassion, and reflect on issues of social justice. Through its exploration of human experience, poetry serves as a powerful tool for understanding the challenges faced by disadvantaged individuals and communities, inspiring a deeper awareness of the responsibility to promote dignity, equity, and inclusion for all.	
Explicit Skill Content	➤ Engage critically and creatively with poetry texts ➤ Show knowledge and understanding of how genre features and conventions operate in poetry texts, knowledge and understanding of a range of ways to read texts and understanding of a range of literary texts, making connections and exploring the relationships between them. ➤ Explore contexts of texts and others' interpretations of them, including but not limited to context of production, how texts received over time and modern interpretations. ➤ Demonstrate a developed awareness of connections between texts with different interpretations, within specific genre. ➤ Demonstrate awareness of how authors shape meanings ➤ Respond effectively to essay question connecting two texts	
Homework	• Research • Lesson preparation • Independent study of texts • Consolidation activities • Essay type responses	
Assessment	On-going exam type questions Mock both papers NEA Final	
Disciplinary Literacy Vocab	criminal, victim, detective, post modernism, guilt, remorse, forgiveness, retribution, revenge, punishment, justice, injustice, faith, nemesis, poetry terminology	
Texts/ Resources	Rime of the Ancient Mariner Kala Atonement Critical Anthology	
Revision Material Sources	Wider reading - literary theorists Independently selected poetry text Wider reading - Crime fiction texts	
	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)	The content and requirements of the examinations: Aspects of Tragedy Elements of Crime
Links to CST	Aspects of tragedy and elements of crime illuminate the consequences of human actions and social structures that often fall most heavily on vulnerable individuals and communities, linking closely to the Catholic Social Teaching principle of the Preferential Option for the Poor. Tragedy exposes how power, inequality, and moral failings can produce suffering and exclusion, while crime highlights the harm caused by injustice, marginalisation, and social breakdown. Both encourage students to consider whose voices are unheard, develop empathy for those most affected, and reflect on how justice, accountability, restoration, and solidarity can uphold the dignity of those in greatest need.
Explicit Skill Content	➤ AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. ➤ AO2: Analyse the 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.
Homework	• Past Papers
Assessment	Aspects of Tragedy and Elements of Crime
Disciplinary Literacy Vocab	Transgression, Retribution, Exoneration, Recidivism, Contrition
Texts/ Resources	Critical Anthology DOAS Othello Kala Atonement Rime of the Ancient Mariner
Revision Material Sources	Wider reading - literary theorists Independently selected poetry text Wider reading - Crime fiction texts