



English Literature Lower Sixth

Curriculum Intent

English Literature A's approach to the study of literature rests upon reading texts within a shared context. English Literature A encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood. Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives. English Literature A privileges the process of making autonomous meaning, encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses.

Students will learn:-

Students study to themes: Love through the ages and Literature in Modern Times.

In Love through the ages, students study of three texts: Poetry, Love through the Ages pre 1900 Anthology and The Great Gatsby, and Othello.

Students are expected to become familiar with annotating unseen poetry texts.

In Modern times: literature from 1945 to the present day, students study Skirrid Hill, Street Car Named Desire and The Colour Purple.

What does excellence look like?

Students are able to present a creative response to a text and use literary concepts or terminology to express their ideas.

Students share insights into how meanings are shaped in literary texts. In this sense students are able to identify how particular words and phrases might have multiple meanings and the impact they have on the reader.

Students make connections across texts with wider historical/literary contexts.

How is homework used to enhance learning?

Wider reading/research:

Possible wider reading for both upper and lower sixth texts:

- Read Cat on a Hot Tin Roof by Tennessee Williams
- The Help, Kathryn Stockett;
- One Flew Over the Cuckoo's Nest, Ken Kesey;
- The God of Small Things, Arundhati Roy;
- Oranges Are Not the Only Fruit, Jeanette Winterson

Possible links to help learning:

Study guides at:

- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>
- www.enotes.com

How will we assess impact?

- Fortnightly written response with teacher feedback
- Critical reading; Analysis and essay writing skills;
- Create own exam questions; set question for peers;
- Half-termly group presentation

Knowledge, understanding & skills

By the end of lower sixth students should be able to engage creatively with a texts of both themes. The should be able to formulate their own opinions and reference those ideas with quotations from the text.

Students will be able to analyse and respond to literary texts. By analyse we mean students should be able to look through different texts and identify key themes and motifs. At first this will be teacher guided, as the course develops, students should be able to achieve a degree of independence.

The ability to explore the contexts of the texts they are reading and other interpretations of them. In lower sixth students should have an awareness of different contexts and know how to connect them to the texts they are studying. Further they should be aware of scholarly interpretations.



International opportunities within the curriculum

The main focus of lower sixth literature is identity. Students will need to read a wide range of texts, some of which are international authors. For example, Margret Atwood, Tennessee Williams, Alice Walker

In upper sixth, students study the theme of love and investigate how it is used throughout literature and across the ages. Similar to lower sixth, students are required to read a wide range of texts. Writers such as Henrik Ibsen, Scott Fitzgerald, etc form a core part of the curriculum

"Life appears to me too short to be spent in nursing animosity or registering wrongs." Jane Austen, "Jane Eyre"