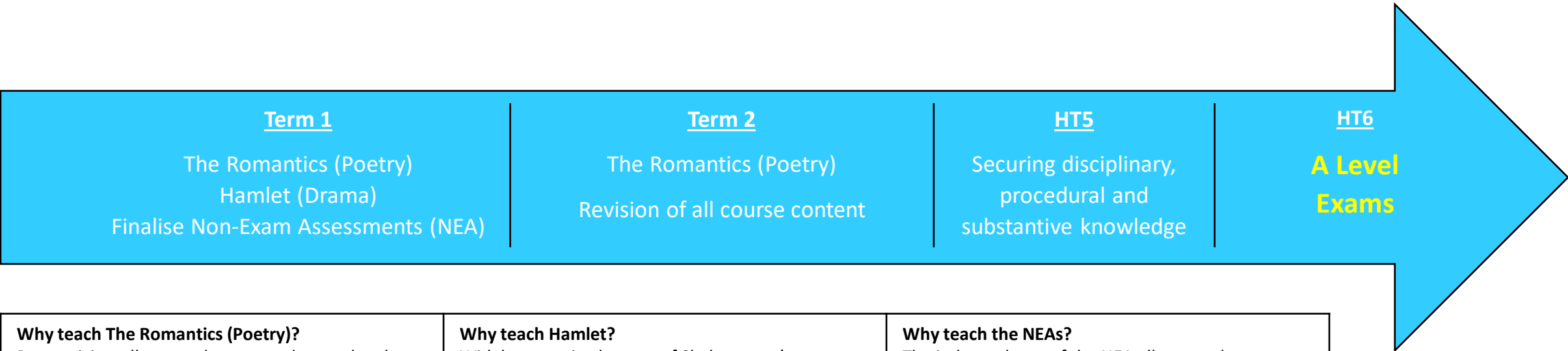


Mastery:  
CE, KC, WT

Sandbach School English Curriculum: A story of human ambition, power and responsibility.

Year 13 English Literature Curriculum Sequence

Intent: For students to confidently and independently analyse a wide variety of Literature, critically evaluating key concepts of Literature theory and wider social constructs.



<p><b>Why teach The Romantics (Poetry)?</b></p> <p>Romanticism allows students to understand and evaluate the evolution of social constructs through time. Students critically explore social and political changes in humanity as a whole. By studying a range of poets, students are able to broaden the depth of their understanding around social and political constructs. They also learn to compare poets and critically evaluate their messages.</p>	<p><b>Why teach Hamlet?</b></p> <p>Widely recognised as one of Shakespeare’s most profound and effective mediations on the nature of human existence, the study of Hamlet enables students to thoroughly examine and explore the theme of human identity. Students critically evaluate how identity is defined, using Hamlet as a key source. The study of Hamlet also facilitates discussions around personal responsibility and duty, causing students to consider their own power in society.</p>	<p><b>Why teach the NEAs?</b></p> <p>The independence of the NEA allows students to synthesise all of their learning thus far and put it into action, producing a critical analysis and evaluative comparison of texts.</p>
<p><b>Teaching The Romantics (Fiction) here supports:</b></p> <ul style="list-style-type: none"> <li>Prep for A Level exam</li> <li>NEA in Y13</li> </ul>	<p><b>Teaching Hamlet here supports:</b></p> <ul style="list-style-type: none"> <li>Prep for A Level exam</li> <li>NEA in Y13</li> </ul>	<p><b>Teaching the NEAs here supports:</b></p> <ul style="list-style-type: none"> <li>Revision for A Level exam</li> </ul>
<p><b>The Romantics (Fiction) feeds from:</b></p> <ul style="list-style-type: none"> <li>Text studies in Transition Phase and Qualifications Phase</li> <li>Power &amp; Conflict poetry in Y10/Y11</li> <li>Love &amp; Conflict (Lang) in Y10</li> </ul>	<p><b>Hamlet feeds from:</b></p> <ul style="list-style-type: none"> <li>Crime and Detection in Y7</li> <li>Gothic Genre in Y8</li> <li>Banned Lit in Y9</li> <li>Dystopian Study in Y9</li> <li>J&amp;H in Y10/Y11</li> <li><a href="#">Drama: Shakespearian Comedy in Y12</a></li> <li><a href="#">Drama: History of Theatre in Y12</a></li> </ul>	<p><b>NEA feeds from:</b></p> <ul style="list-style-type: none"> <li>All English Literature and Language study in Transition Phase and Qualifications Phase</li> <li>A Streetcar Named Desire in Y12</li> <li>Dorian Gray in Y12</li> <li>The Forward Anthology in Y12</li> <li>The Little Stranger in Y12</li> <li>Prose Comparison in Y12</li> </ul>

- A Level Topics Support:**

**Post Senior Qualifications**

**Phase Study**

  - How to present a clear argument
  - Application and critical evaluation of theory
  - Academic essay writing
  - Proof reading and editing work
  - Independent study skills
  - Workload and time management
  - Virtual study skills
  - Academic referencing