



English Literature Curriculum Overview

What are the aims of the English Literature curriculum?

Our English literature curriculum provides learners with critical reading and comprehension skills. Through the study of a variety of texts, in a variety of forms, from across the centuries, learners are able to infer, deduce, compare and develop a range of ideas and interpretations through a variety of literature. Learners access novels, plays and poetry as part of their study of English literature. Learners explore characterisation, setting and language choice which supports and develops their interpretative and critical thinking skills.

How does the English Literature curriculum support the Seaton Valley Federation's curriculum vision and intent?

Through the study of a variety of literature texts, learners develop a wider understanding of the world around us - different views, beliefs and traditions. Learners enhance their knowledge as the course progresses and they build skills to reinforce their own viewpoints and interpretations of a text and/or character or theme.

How is the English Literature curriculum sequenced to support pupils to make effective progress and how is transition managed between Year 8 and Year 9 and between key stages?

At key stage 3, learners are introduced to many of the key concepts and ideas which are later developed in key stage 4. Learners follow a sequenced curriculum whereby each academic year skills are further enhanced. We offer literature at key stage 5 focussing on the genres of crime and tragedy.

How is assessment and feedback used to aid progress? How is moderation and standardisation achieved within the English faculty?

A range of assessments take place throughout key stages 3 and 4. These include oral assessments as well as reading and writing. Learners are formally assessed in class at appropriate points in the unit of work with written teacher feedback provided. At key stage 4, students have formal trial examinations in both years 10 and 11 in addition to their class based assessments and in line with ACHS exams timetable for the academic year. Similarly, in key stage 5, students complete a range of formal in class assessments leading to their trial examinations and final examinations at the end of year 13.

The English faculty regularly meet to moderate and standardise student work. Moderation can also include staff from the feeder middle schools to ensure consistency across the key stages. The faculty includes a range of external examiners for both language and literature across the key stages and regularly completes exam board training on marking



and feedback to ensure our approaches are up to date and inline with external requirements.

How is staffing organised within English?

Michelle Chadkirk - Head of English (literature specialist)
John Hamilton - English teacher (literature specialist) and Student Progress Leader for Year 11
Alison Bartlett - English teacher (literature specialist) and Sixth Form Student Progress Leader for Year 12
Matthew Carter - English teacher (language specialist)
Lucy Smith - English teacher (language specialist) and SENDco
Olivia O'Donnell - English teacher (literature specialist)
Charlotte McGonnell - English teacher (language specialist)
Carly McLeod - English teacher (language specialist)

Examined courses – exam board and course code (exams and controlled assessment elements)

AQA GCSE English Literature 8702

Paper 1 (1 hour 45 mins) - Shakespeare and the Nineteenth Century Novel

Paper 2 (2 hours 15 mins) - Modern text, Power and Conflict Poetry and Unseen Poetry

AQA Advanced Level English Literature

Paper 1 (2 hours 30 mins) Aspects of Tragedy

Paper 2 (3 hours) Elements of Crime Writing

Independent Theory - coursework (20% of overall grade)