

## English Curriculum Overview – Year 13 – Teacher A

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
<p><b>Component 4 – Prose Study</b></p> <p><u>Coursework</u></p> <p>- 'The Penelopiad' by Margaret Atwood</p> <p>- 'The Bloody Chamber' by Angela Carter</p>	<ul style="list-style-type: none"> <li>Consolidation of whole text knowledge including plot, characters, relationships and themes</li> <li>Understanding of WJEC Eduqas coursework success criteria, mark scheme breakdown and demands of individual assessment objectives</li> <li>How to structure an extended comparative piece of writing</li> <li>Editing and redrafting skills</li> </ul>	<ul style="list-style-type: none"> <li>Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</li> <li>Analyse ways in which meanings are shaped in literary texts</li> <li>Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</li> <li>Explore literary texts informed by different interpretations</li> <li>Explore connections across literary texts</li> <li>Understanding of how to apply mark scheme to sample responses</li> <li>Understanding of how to reflect upon and successfully apply feedback to edit and improve drafts</li> </ul>	<p>First draft of coursework submission - <i>internally assessed via holistic grading and written feedback provided</i></p> <p>Final draft of coursework submission – <i>internally marked and moderated 6 prior to being sent to WJEC for external moderation</i></p>	<p>Rereading of set texts</p> <p>Completion of detailed essay plans</p> <p>Writing of first drafts in response to set selected coursework question</p> <p>Redrafting and editing of first drafts</p>	<p><b>Courageous and resilient</b> through the preparation for and process of coursework writing and redrafting</p> <p><b>Community and Participation (and the common good)</b> - asking students to consider wider themes such as science and religion in relation to the wider world</p> <p><b>Peace and Reconciliation</b> – reflecting on the individual learning journey and personal targets and supporting one another to achieve</p> <p><b>History</b> – exploration of various relevant contexts, (e.g. <i>Fin de Siecle, the New Woman, Ancient Greek and Spartan society, etc.</i>)</p> <p><b>Psychology</b> – exploration of psychological theories (e.g. <i>male gaze, Freudian psychoanalysis, Lacan's mirror theory, etc.</i>)</p> <p><b>Sociology</b> – exploration of changing gender relations and roles</p> <p><b>University preparation</b> – writing and editing skills necessary for success in higher education courses</p> <p><b>Interview skills / Public speaking</b> – Written responses encourage clear expression of opinions</p>	<p>Development of close analysis skills, which support study Unseen Prose</p> <p>Comparative writing skills, which support both Pre- and Post-1900 Drama and Pre- and Post-1900 Poetry units</p> <p>Development of carefully honed lines of argument and detailed analytical writing, which supports all English components</p>

**Autumn Term 2 and Spring Term 1 & 2**

<p><b>Component 1: POETRY</b></p> <p><u>Section B:</u> Post-1900 Poetry</p> <p><i>Sylvia Plath</i> <i>Ted Hughes</i></p>	<ul style="list-style-type: none"> <li>• Knowledge of a range of poems exploring variety of themes and topics</li> <li>• Literary devices frequently used (e.g. <i>natural imagery, symbolism, metaphors, perspective, etc.</i>)</li> <li>• Structural techniques (e.g. <i>stanzas, rhythm, enjambment, etc.</i>)</li> <li>• Relevant historical and social contexts (e.g. <i>1950-60s society, biographical information, mental health medical practices, anthropology, etc.</i>)</li> <li>• Understanding of success criteria, mark scheme breakdown and demands of assessment objectives</li> <li>• How to structure a successful exam-style comparative response</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting wording and demands of prompt statement questions</li> <li>• Evaluating how meaning is shaped in poems through close analysis of crafting of language and techniques</li> <li>• Exploring the role of contextual influences to support analysis and evaluating intended authorial purpose and/or message</li> <li>• Effective annotation skills</li> <li>• Crafting of purposeful and detailed thesis statements</li> <li>• Selecting the most effective supporting textual evidence</li> <li>• Exploring alternative interpretations</li> <li>• Memorisation of key quotations</li> <li>• Evaluation of critical readings and making links between these and textual analysis</li> <li>• Making purposeful connections / comparisons between set texts to illustrate concepts</li> <li>• Understanding of how apply the mark scheme</li> <li>• Understanding of how to reflect upon and apply feedback to improve work</li> </ul>	<p>Completing exam-style assessments in class and during revision sessions under timed conditions</p> <p>Completing non-timed exam-style questions at home</p> <p>QfE mock examination in December – full Poetry paper</p>	<p>Research of key contexts to support reading</p> <p>Independent reading and annotation of set poems</p> <p>Wider reading of provided critical essays</p> <p>Creation of detailed essay plans</p> <p>Completion of exam-style questions</p> <p>Editing and rewriting of marked work to improve</p>	<p><b>The dignity of work</b> – examining how poetry can be used to draw attention to personal and social issues</p> <p><b>Grateful</b> for the contributions of poets who have supported social progression through the exploration of taboo topics</p> <p><b>Peace and Reconciliation</b> - exploring texts that expose historical injustices and the role of rewriting traditional texts</p> <p>Reading of extracts from Plath’s personal diaries and letters</p> <p><b>History</b> – exploration of various relevant post-modern contexts, including 1950/60s society, WWII, poets’ personal contexts, etc.</p> <p><b>Psychology</b> – exploration of the impacts of mental health disorders and trauma responses</p> <p><b>Philosophy and Ethics</b> – examination of concepts of morality, forgiveness and salvation</p> <p><b>Science</b> – exploration of influences of zoology and ornithology</p> <p><b>Poet/Author</b> <b>Literary critic</b> <b>Publishing/Editor</b> <b>Zoologist / Ornithologist</b> <b>Psychologist / Mental health</b></p>	<p>Development of close analysis skills which support study of other set texts studied throughout course, but specifically the Pre-1900 Poetry and Unseen Poetry units</p> <p>Comparative writing skills, which support revision of Pre- and Post-1900 Drama comparative unit</p>
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**Summer Term 1 & 2**

<p><b>Revision</b></p> <p><b>A Level examinations</b></p>	<ul style="list-style-type: none"> <li>Students, through revision activities, will develop deeper understanding of texts covered in both Years 12 and 13</li> <li>Deeper understanding of figurative language and the effect of both language and structural devices</li> <li>Further knowledge and awareness of the A Level mark schemes and assessment objectives</li> <li>Further exposure to A Level exam-style questions</li> <li>Range of strategies focusing on developing exam technique</li> <li>Demonstration of all skills and knowledge taught throughout A Level English Literature course</li> </ul>	<ul style="list-style-type: none"> <li>Deeper understanding of the A Level examination process</li> <li>Revision skills of recall, summary, discernment, connection</li> <li>Exam technique through timed writing and assessment practice</li> <li>Development of detailed and targeted lines of arguments about set texts through verbal and written tasks</li> <li>Application of all skills taught throughout Years 12 and 13</li> </ul>	<p>Timed writing in lessons</p> <p>Engagement with the mark schemes through assessing sample responses</p> <p>Formally assessed practice papers and targeted feedback provided</p> <p>Completion of 3 formal A Level English Literature examinations</p>	<p>Rereading of set texts</p> <p>Independent annotation opportunities</p> <p>Booklets provided for further activities and opportunities to consolidate learning</p> <p>Exam-style questions provided for ongoing writing opportunities</p> <p>Timed essay practise</p> <p>Redrafting of written work</p> <p>Exploring sample responses to exam-style questions</p>	<p><b>Listening and attentive</b> – students are considering their approach to their examinations and their goals and aspirations moving forward</p> <p><b>Courageous and resilient</b> through study and preparation for examinations</p> <p><b>Community and Participation (and the common good)</b> – understanding how to support and develop one another in preparation for exams / next steps of education</p> <p><b>Peace and Reconciliation</b> – reflecting on the individual learning journey and personal targets and supporting one another, welcoming difference and encouragement</p> <p>Encouragement and support of students fulfilling their potential to be able to access wider opportunities</p> <p>Application of cross-curricular revision techniques, approaches and resources</p> <p><b>Interview skills / Public speaking</b> - Written exam responses encourage students to express opinions clearly</p> <p><b>Law</b> – Establishing and developing clear lines of argument supported by supporting evidence</p> <p>Working under pressure</p>	<p>Opportunity for students to demonstrate learning of the A Level course across Years 12 and 13</p> <p>Engagement with the A Level assessment objectives</p> <p>Continued work on analytical skills</p> <p>Continued exam practice</p> <p>Experience of Public Exams process</p>
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**Subject Curriculum Overview – Year 13 – Teacher B**

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1 &amp; 2</b>						
<p><b>Component 1: POETRY</b></p> <p><u>Section A:</u> Pre-1900 Poetry</p> <p><i>William Blake</i></p>	<ul style="list-style-type: none"> <li>Whole text knowledge of a range of poems exploring a various themes and topics</li> <li>Literary devices frequently used by Blake (e.g. <i>natural imagery; religious allusion; symbolism; juxtaposition; allegory, etc.</i>)</li> <li>Structural techniques (e.g. <i>metre, stanza structure, rhyme</i>)</li> <li>Relevant historical contexts and relation to key themes / concepts (e.g. <i>Romantic poetry and its influences; Blake's life and contemporaries; Blake's artistic work</i>)</li> <li>Understanding of success criteria, mark scheme and individual</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting wording and demands of set questions</li> <li>Evaluating how meaning is shaped in poems through close analysis of crafting of language and techniques</li> <li>Exploring the role of contextual influences upon a piece of writing</li> <li>Evaluation of intended authorial purpose and/or message</li> <li>Effective annotation skills</li> <li>Crafting of purposeful and detailed thesis statements</li> <li>Selecting the most effective supporting textual evidence</li> <li>Exploring alternative interpretations</li> <li>Memorisation of key quotations</li> <li>Evaluation of critical readings on key ideas and concepts and making links between these and textual analysis</li> <li>Understanding of how to apply the WJEC Eduqas mark scheme</li> <li>Understanding of how to reflect upon and apply</li> </ul>	<p>Completing exam-style assessments in class and during revision sessions under timed conditions</p> <p>Completing non-timed exam-style questions at home</p> <p>QfE mock examination in December – full Poetry paper</p>	<p>Research of key contexts to support reading</p> <p>Independent reading and annotation of set poems</p> <p>Wider reading of provided critical essays</p> <p>Creation of detailed essay plans</p> <p>Completion of exam-style questions</p> <p>Editing and rewriting of marked work to improve</p>	<p><b>The dignity of work</b> – through looking at how poetry can be used to draw attention to social issues</p> <p><b>Grateful</b> for the contributions of poets who have supported social progression through the exploration of taboo topics</p> <p><b>Peace and Reconciliation</b> - exploring texts that expose historical injustices</p> <p><b>Care for Creation</b> – considering Blake's Romantic views about nature and childhood instil an understanding of Christian views on stewardship.</p> <p><b>History</b> – Considering societal views on sovereignty and political changes from the late 18<sup>th</sup> to early 19<sup>th</sup> Centuries.</p> <p><b>RE / Philosophy and Ethics</b> – Considering Blake's views on the role of the church in Georgian England. Looking at views around pantheism and Christianity and how Blake's views were informed by his religious upbringing.</p> <p><b>Art</b> – Exploring Blake's visual art as well and considering how the meaning of the artwork elicits</p>	<p>Development of close analysis skills which support study of other set texts studied throughout course, but specifically the Post-1900 Poetry and Unseen Poetry units</p>

	<p>assessment objectives</p> <ul style="list-style-type: none"> <li>How to structure a successful exam-style responses</li> </ul>	<p>feedback to successfully edit and improve work</p>			<p>greater depth of understanding for the poetry and vice versa.</p> <p>Poet/Author Literary critic Publishing/Editor</p>	
<b>Spring Term 1 &amp; 2</b>						
<p><b>Component 3: Unseen Poetry and Prose</b></p> <p><u>Section A:</u> <i>Unseen Prose</i></p> <p><u>Section B:</u> <i>Unseen Poetry</i></p>	<ul style="list-style-type: none"> <li>Understanding of common poetic and structural devices employed by writers across the ages (<i>e.g. imagery, similes, metaphors, symbolism, rhyme, rhythm, enjambment, etc.</i>)</li> <li>Historical, social and literary contexts relevant to the two set time periods of the Unseen Prose component (1880-1910 and 1918-1939)</li> <li>Understanding of demands, success criteria and mark scheme breakdown of the different Unseen exam questions</li> <li>How to structure a successful exam-style responses</li> </ul>	<ul style="list-style-type: none"> <li>Reading unseen texts under time constraints</li> <li>Understanding how to make informed choices of the best text for exploration to ensure success</li> <li>Evaluating how meaning is shaped in both poetry and prose texts through close analysis of writers' crafting of language, structure and literary techniques</li> <li>Effective and purposeful annotation skills</li> <li>Evaluation of intended authorial purpose and/or message</li> <li>Crafting of personal and engaged responses to unseen texts under pressure</li> <li>Selecting the most effective supporting textual evidence</li> <li>Evaluation of the significance and influence of contexts upon prose texts</li> <li>Evaluation of other readers' views and using these to support analysis in response to reading of prose texts</li> </ul>	<p>Completing exam-style assessments in class and during revision sessions under timed conditions</p> <p>Completing non-timed exam-style questions at home</p> <p>Engagement with the mark schemes through assessing sample responses</p>	<p>Independent annotation opportunities</p> <p>Independent reading of a range of provided wider unseen reading opportunities</p> <p>Research of key time periods and historical, social and literary contextual influences</p> <p>Independent essay practice</p> <p>Redrafting of written work</p> <p>Exploring sample responses to exam-style questions</p>	<p><b>Appreciation</b> of different poetic styles / perspectives on the world <b>Grateful</b> for different writers' contributions to literature <b>The dignity of work</b> – looking at how writers draw attention to important social and personal issues <b>Courageous and resilient</b> in responding to challenging unseen texts under time constraints</p> <p>Opportunities for wider reading and development of knowledge of the literary canon Exposure to a range of different writers and writing styles</p> <p><b>History</b> – exploration of both the Victorian era and the interwar period to understand relevant historical and social contextual influences <b>Sociology / Psychology / Politics / History</b> – exploration and application of different literary theories to develop critical understanding of texts</p> <p>Author / Poet Literary Critic Working under pressure</p>	<p>Opportunity to synthesise and reflect upon knowledge gained from the course as a whole and to apply skills of literary analysis to the examination of unseen texts</p> <p>Links to Poetry and Prose Study components</p>



**Summer Term 1 & 2**

<p><b>Revision</b></p> <p><b>A Level examinations</b></p>	<ul style="list-style-type: none"> <li>• Students, through revision activities, will develop deeper understanding of texts covered in both Years 12 and 13</li> <li>• Deeper understanding of figurative language and the effect of both language and structural devices</li> <li>• Further knowledge and awareness of the A Level mark schemes and assessment objectives</li> <li>• Further exposure to A Level exam-style questions</li> <li>• Range of strategies focusing on developing exam technique</li> <li>• Demonstration of all skills and knowledge taught throughout A Level English Literature course</li> </ul>	<ul style="list-style-type: none"> <li>• Deeper understanding of the A Level examination process</li> <li>• Revision skills of recall, summary, discernment, connection</li> <li>• Exam technique through timed writing and assessment practice</li> <li>• Development of detailed and targeted lines of arguments about set texts through verbal and written tasks</li> <li>• Application of all skills taught throughout Years 12 and 13</li> </ul>	<p>Timed writing in lessons</p> <p>Engagement with the mark schemes through assessing sample responses</p> <p>Formally assessed practice papers and targeted feedback provided</p> <p>Completion of 3 formal A Level English Literature examinations</p> <p>- Component 1: <i>Poetry</i></p> <p>- Component 2: <i>Drama</i></p> <p>- Component 3: <i>Unseen Poetry and Prose</i></p>	<p>Rereading of set texts</p> <p>Independent annotation opportunities</p> <p>Booklets provided for further activities and opportunities to consolidate learning</p> <p>Exam-style questions provided for ongoing writing opportunities</p> <p>Timed essay practise</p> <p>Redrafting of written work</p> <p>Exploring sample responses to exam-style questions</p>	<p><b>Listening and attentive</b> – students are considering their approach to their examinations and their goals and aspirations moving forward</p> <p><b>Courageous and resilient</b> through study and preparation for examinations</p> <p><b>Community and Participation (and the common good)</b> – understanding how to support and develop one another in preparation for exams / next steps of education</p> <p><b>Peace and Reconciliation</b> – reflecting on the individual learning journey and personal targets and supporting one another, welcoming difference and encouragement</p> <p>Encouragement and support of students fulfilling their potential to be able to access wider opportunities</p> <p>Application of cross-curricular revision techniques, approaches and resources</p> <p><b>Interview skills / Public speaking</b> - Written exam responses encourage students to express opinions clearly</p> <p><b>Law</b> – Establishing and developing clear lines of argument supported by supporting evidence</p> <p>Working under pressure</p>	<p>Opportunity for students to demonstrate learning of the A Level course across Years 12 and 13</p> <p>Engagement with the A Level assessment objectives</p> <p>Continued work on analytical skills</p> <p>Continued exam practice</p> <p>Experience of Public Exams process</p>
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