

KAA Curriculum Overview		English	Year 13	EOY Exam	Sequencing and Progression			
<p>Rationale</p> <p>Year 13 students study Edexcel English Literature A-Level 9ET0. Year 13 begins with finishing off content that will be examined in the summer (Paper 3, Poetry), alongside their NEA unit. From Spring 1 onwards, the majority of lessons are dedicated to revision of content and, similarly to year 12, students are assessed 3 times, but this time in addition to their public A-Level exams in June.</p> <p>The course is designed to give ample time to deepen and consolidate their knowledge, understanding and skills in year 13 so students can focus on improving their writing ability, particularly under pressure, rather than still learning new content. The overall intent of the course is pasted below from the year 12 curriculum overview for reference, as it all still applies. Beyond this, year 13 in particular has a greater focus on exam resilience: staying calm, being flexible to a wide range of questions and taking ownership over their own independent interpretations and arguments. Students' lesson time is also complimented by a compulsory 'Lit Lecture' series every Monday after school, which provides students initially with bespoke support for their NEA and then subject knowledge revision lectures following their coursework hand in.</p> <p>The lessons are designed to engage students with the wider purpose and impact literature has as an art form, as well as foster an inherent enjoyment for reading and the discipline in general. Students also develop their understanding of what makes a successful English essay, namely: thesis generation, building a logical argument that builds on itself, clarity of expression, close analysis, articulating the text's significance in relation to the time it was written /set and when appropriate, engaging with critical interpretations. In turn, this gives students a strong grounding for their general essay writing skills and ability to construct and articulate an argument – something which can be applied across all their A-levels and to their future careers. The curriculum is also designed to develop students' oracy skills and ability to articulate original thoughts on pieces of literature and social issues; the choice of lesson structure and homeworks in particular work to build greater independence of thought and work ethic within the students, building holistic study skills needed for university and the world of work.</p> <p>Edexcel Specification: https://drive.google.com/drive/u/0/folders/1LhNH08iIYOI8jPMW_UukLLS99gv63Mdr</p>			<p><i>What content and skills will be assessed in the EOY exam?</i></p> <p>AO1 – Clarity of argument, expression and knowledge of the texts AO2 – Close analysis of writers' choices using subject terminology AO3 – Understanding of the text in relation to different contexts AO4 – Comparing texts AO5 – Engaging with critical interpretations</p> <p>Paper 1 – Drama (<i>Othello</i> and <i>A Streetcar Named Desire</i>) Paper 2 – Prose ('Science and Society' – <i>Never Let Me Go</i> and <i>Frankenstein</i>) Paper 3 – Poetry – 'Poems of the Decade' and the Romantics NEA Coursework Unit</p> <p>Full Assessment Point Overview: https://drive.google.com/drive/u/0/folders/1MEZ1OCY8K2Jniv2hjbeyRssdbzRhWO</p>		<p><i>How does this year build on what they've learnt last year?</i></p> <p>As outlined in the rationale, the majority of the A-Level content is taught in year 12, with the exception of Romantic poetry. This allows year 13 to act as a consolidation of core knowledge and give teachers a clear picture of students' essay writing ability so they can be given more targeted support.</p>		<p><i>How will it benefit them as they move forward next year?</i></p> <p>The core aim of year 13 is exam success, allowing students to take any opportunities they have chosen when they finish their school career.</p> <p>Students should also finish the course with a genuine understanding and appreciation for the wide ranging nature of literature, knowledge of different social and historical contexts and the social role literature can take in reflecting on and shaping our society.</p>	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2		
Link to MTP Overview	<p>Teacher 1 NEA: https://docs.google.com/document/d/1BZ1JOO7YFOOyx9yefnOe3DOPU0UUbY040JVTPvNKerE/edit</p> <p>Teacher 2 PoD: https://docs.google.com/document/d/1cVYRV7MwxzNYM92TZhBSS6m2DnATYwyMavzBQBGOuc/edit</p>	<p>Teacher 1 No official MTP for NEA as students work independently during this period.</p> <p>Teacher 2 Romantics and Revision: https://docs.google.com/document/d/1eUmdTE59knWp11bqmiA8TK8OhP-4yTx-yy0cHojlTs/edit</p>	<p>Teacher 1 Drama Revision https://docs.google.com/document/d/136AneYRs7gOwTTNr4jvyszvqR_5uxNfZk4NOipA0jCM/edit</p> <p>Teacher 2 Romantics: https://docs.google.com/document/d/1APoKe7k-G7tXT-bnMyfIY9xr1LL0cs-8mcalbwT5mo/edit</p>	<p>Teacher 1 Prose revision https://docs.google.com/document/d/14vOZilDKjXj1AqGkFpiFurblparV_pTCokeHpxvUgeg/edit</p> <p>Teacher 2 Poetry revision: How do I revise poetry?</p>	General revision based on student need	Students on study leave		
Topic studied & Fertile Question	<p>NEA Coursework – <i>The Color Purple</i> and one of the following: <i>The Handmaid's Tale</i>; <i>Beloved</i>; <i>Their Eyes Were Watching God</i>; <i>Passing</i> (teacher 1)</p> <p>FQ: <i>Can We Overcome Oppression?</i></p> <p>Poetry – Poems of the Decade; The Romantics; AP5 Revision (teacher 2)</p> <p><i>Poems of the Decade</i> FQ: <i>How Do Our Experiences Shape Us?</i> <i>Romantics</i> FQ: <i>What is the Role of Poetry?</i></p>		<p>Drama revision (teacher 1)</p> <p>Romantic poetry (teacher 2)</p> <p>Romantics FQ: What is the Role of Poetry?</p>	<p>Prose revision (teacher 1)</p> <p>Poetry revision (teacher 2)</p>	<p>FQ: <i>What Does Exam Success Look Like?</i></p> <p>The summer term is shortened in year 13 as students begin their public examinations. In 2022 teachers continued to teach revision sessions in 2 out of the 3 timetabled lessons for any students who were available, as well as a twilight revision session the day before each exam. See adjustments section for more notes on this.</p>			

<p>Adjustments to be made following last assessments / evaluation.</p>	<p>*Consider whether doing a Prose exam as well as PoD is a good use of time at this stage. Will students be able to show any meaningful progress when they are already being required to spend significant amounts of independent time on their coursework and learning new poetry content?</p> <p>NEA:</p> <ul style="list-style-type: none"> - Teach 'top moments', context and critics earlier on in textpert sessions - Collate a smaller selection of critical material that students off all abilities can work with and teachers can know in more depth (HA students can still use other resources) <p>PoD:</p> <ul style="list-style-type: none"> - See adjustments listed in Summer Term Y12 Curriculum Overview 	<p>Similarly PoD unit, put the onus on students more by...</p> <ul style="list-style-type: none"> - Using homeworks to get students to read the poem independently and come to the lesson with their initial thoughts prepared - Introducing comparative tasks earlier on, can be in the form of short discussion tasks or sentence level tasks. - Integrating more context retrieval quizzes throughout the unit to aid memorisation 	<p>Drama revision:</p> <ul style="list-style-type: none"> - Use more interleaving to help students retain knowledge across the different modules through short retrieval tasks and homeworks - Put more onus on the students to generate their own ideas about questions before we feed them ideas - Introducing the 'top moments' earlier on in the term and more consistently, while still ensuring all activities direct students to be looking through their own copy of the text - Consider setting fewer essays in favour of more precisely focused writing tasks? <p>Romantics: See Aut 2 notes</p>	<p>See Spring 1 Drama Revision Notes</p>	<p>See Spring 1 Drama Revision Notes</p> <p>Additionally, due to attendance being sporadic (on average 50%), work further in advance to create a revision schedule that is more time efficient for teachers, with teachers alternating the sessions on a rota basis.</p>
<p>Key knowledge and skills students need to have gained by the end of the unit</p>	<p>NEA</p> <p>Knowledge</p> <p>AO1: To understand and articulate the plot and key relationships between characters <i>The Color Purple</i> and their 2nd text</p> <p>AO1/2/3: To develop knowledge of relevant literary genres and forms</p> <p>AO2: To develop their knowledge of literary/dramatic techniques (including structural) and the differing effects they may have</p> <p>AO3: To understand and articulate a wide range of contextual knowledge, including historical, geographical, social, political, biographical and literary for both texts</p> <p>AO5: To become familiar with critical perspectives on their topic is</p>	<p>Poetry</p> <p>Knowledge</p> <p>AO1: To understand and articulate the full range of poems from both units</p> <p>AO1/2/3: To develop knowledge of relevant poetic styles, forms and their conventions</p> <p>AO2: To develop their knowledge of poetic techniques (including structural) and the differing effects they may have</p> <p>AO3: To understand and articulate a wide range of contextual knowledge, including historical, geographical, social, political, biographical and literary for Romanticism</p>	<p>This term is dedicated to the continuing developing of all students' knowledge and disciplinary skills listed on the A-Level curriculum overviews, with an explicit focus on exam technique and resilience.</p>	<p>This term is dedicated to the continuing developing of all students' knowledge and disciplinary skills listed on the A-Level curriculum overviews, with an explicit focus on exam technique and resilience.</p>	

	<p>Skills Develop resilience in independent reading of challenging literary texts Improve ability to independently annotate a literary text effectively Develop confidence to form independent interpretations about the effect and intentions of a text Independently respond to a range of questions about a text As the term goes on, the focus will turn to writing skills, including: AO1: - Write clear, grammatically correct sentences - Understand what makes a strong essay structure and develop ability to plan a clearly, logically structured essay - Write clear these statements - Write clear, relevant and intention based topic sentences about the effect of a literary text AO2: Articulate the effect of writer's craft clearly AO3: Interweave relevant context into writing to articulate how contextual information affects our reading of particular moments of a text and the text as a whole AO4: To be able to draw detailed and exploratory comparisons and contrasts between texts AO5: Use critical, evaluative language effectively in order to express independent arguments and engage with critical perspectives (NEA only)</p>		
<p>How is understanding assessed at the end of the unit?</p>	<p>AP4 AUT 1 W4 and 5 W4 Poems of the Decade (in class) W5 Prose (in class)* - see adjustment notes PROSE <i>Frankenstein and Never Let Me Go:</i> Compare the ways in which the writers of your two chosen texts present characters responding to difficult circumstances. OR Compare the ways in which the writers of your two chosen texts explore the darker side of humanity. POETRY <i>When Six O'Clock Comes and Another Day Has Passed and Genetics:</i> Compare the methods both poets use to explore the bonds between parents and children. OR <i>When Six O'Clock Comes and Another Day Has Passed and Effects:</i> Compare the methods both poets use to explore emotional responses to birth and death. AP5 SPRG 1 W1 DRAMA <i>Othello:</i> Explore Shakespeare's presentation of identity in Othello. OR Explore how Shakespeare treats the theme of love in Othello. <i>Streetcar:</i> Explore Williams' presentation of deception in 'A Streetcar Named Desire'.</p>	<p>Final summative assessment: SPRG 2 W4, all papers DRAMA <i>Othello:</i> Explore how Shakespeare makes use of the features of tragedy in 'Othello'. OR Explore how Shakespeare presents the relationship between Othello and Desdemona in 'Othello'. <i>Streetcar:</i> Explore how Williams makes use of symbolism in 'A Streetcar Named Desire' OR Explore Williams' presentation of desire in 'A Streetcar Named Desire' PROSE <i>Frankenstein and Never Let Me Go:</i> Compare the ways in which the writers of your two chosen texts make use of narrative voice. OR Compare the ways in which the writers of your two chosen texts portray abuses of power. POETRY Unseen Poetry: <i>A Leisure Centre is Also a Temple of Learning and An Easy Passage.</i> Compare the methods the poets use to explore generational change. OR</p>	<p>Final summative assessment: Public examinations, June onwards</p>

	<p>OR Explore Williams' presentation of romantic relationships in 'A Streetcar Named Desire'.</p> <p>POETRY</p> <p>The Romantics: <i>Holy Thursday (Is this a holy thing I see?)</i>: Explore the ways in which human nature is presented in Blake's 'Holy Thursday (Is this a holy thing I see?)' and in one other poem.</p> <p>OR <i>Tintern Abbey</i>: Explore the ways in which the power of nature is presented in William Wordsworth's 'Lines Composed a Few Miles Above Tintern Abbey' and in one other poem.</p>	<p><i>A Leisure Centre is Also a Temple of Learning</i> and <i>From the Journal of a Disappointed Man</i>: Compare the methods the poets use to explore identity.</p> <p>The Romantics: <i>Stanzas Written in Dejection, near Naples</i>: Explore the ways in which the individual is presented in Shelley's 'Stanzas Written in Dejection, near Naples' and in one other poem.</p> <p>OR <i>Ode to a Nightingale</i>: Explore the ways in which escapism is presented in John Keats' 'Ode to a Nightingale' and in one other poem.</p>	
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