



### Learning Aims and Curriculum Intent:

Students in Year 13 will read a wide range of texts, considering connections between them across time periods and forms, and will evaluate the significance of context on these texts. They will develop the skills of analysis, comparison and evaluation built in Year 12, and will write in depth and with greater sophistication, embedding an academic register and the ability to construct a strong argument. They will also be able to approach the terminal examinations and coursework components with confidence. Some students will go on to read English related subjects and university, and all students will use the skills they have learned in their next steps.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p><b>Drama – Teacher A</b></p> <p><b>Either Pre-1900:</b> <i>Doctor Faustus</i>, Christopher Marlowe; <i>The Duchess of Malfi</i>, John Webster; <i>The Importance of Being Earnest</i>, Oscar Wilde; <i>The Rover</i>, Aphra Behn</p> <p>Or</p> <p><b>Post-1900:</b> <i>Les Blancs</i>, Lorraine Hansberry**; <i>The Home Place</i>, Brian Friel*; <i>The Pitmen Painters</i>, Lee Hall*; <i>A Streetcar Named Desire</i>, Tennessee Williams; <i>Sweat</i>, Lynn Nottage**; <i>Waiting for Godot</i>, Samuel Beckett</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Understand the features of drama and develop insights into how themes and characters are represented through the form.</li> <li>- Understand drama in relations to historical, cultural, and generic context.</li> <li>- Ensure they can analyse the features of language, structure, and form and how these relate to meaning.</li> <li>- Prepare to apply their knowledge and understanding to unfamiliar questions in timed situations.</li> </ul>	<p><b>AO1</b> Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p><b>AO2</b> Analyse ways in which meanings are shaped in literary texts</p> <p><b>AO3</b> Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p><b>AO4</b> Explore connections across literary texts</p> <p><b>AO5</b> Explore literary texts informed by different interpretations</p>	<p><b>Teacher A:</b> Essay on Drama</p> <p><b>Teacher B:</b> Coursework</p>
	<p><b>Poems of The Decade – Teacher A</b></p> <p><i>Poems of the Decade and Unseen Poetry</i></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Complete their study of the selected poetry from <i>The Poems of The Decade</i>, gaining in autonomy in their analytical and comparative skills.</li> <li>- Students will be able to respond quickly and confidently to unseen poems in readiness for their assessment.</li> <li>- Students will be able to plan comparative responses between an unseen poem and one of the ‘named’ poems from the anthology.</li> </ul> <p><b>Teacher B – Non-Examined Unit (Coursework)</b></p> <p>Building on the work at the end of Trinity Term of Year 13, students will:</p> <ul style="list-style-type: none"> <li>- Study with the class a text (either poetry, drama, prose or literary non-fiction not studied in components 1, 2 or 3 <i>but</i> not a text in translation) and continue their independent work (with supervision) on the other text they have chosen.</li> <li>- Students will devise a title and an argument independently (with support from their teacher).</li> <li>- Students will plan, draft and re-write their essay (in accordance with the board’s guidelines) responding to feedback.</li> <li>- Students will analyse the structure, form and imagery used across texts in relationship to the theme that they are exploring.</li> <li>- Students will learn about different types of context (historical, biographical, generic, publication) to illuminate and develop their readings of the texts.</li> <li>- Students will be able to compare the texts in a deep and cogent way, to support and develop their arguments.</li> <li>- Students will be exposed to a range of secondary reading to develop their own interpretations. Students will be able to evaluate these readings of the text and weave them into their own essays.</li> <li>- Students may be exposed to critical theory (e.g., post-colonial, feminist, Marxist) to provide a critical framework for their own comparative analysis.</li> <li>- The aim is for coursework to be completed before the start of the Christmas break.</li> </ul> <p><b>Teachers A and B</b></p> <p>Revise and consolidate understanding, with a focus on exam readiness (responding to unfamiliar questions, planning and writing essays in timed conditions):</p> <ul style="list-style-type: none"> <li>- Shakespeare play.</li> <li>- Prose</li> </ul> <p>In preparation for the January Mocks.</p>		

<b>Lent</b>	<p><b>Teacher A</b> – Completion of <i>Poems of The Decade</i>, Consolidation of Prose and Drama</p> <ul style="list-style-type: none"> <li>- Feedback from mocks.</li> <li>- Drawing from assessment and prior schemes of work, identifying points of weakness and opportunities to build further, consolidate knowledge and understanding of texts to be examined.</li> <li>- Ensure students are confident in their knowledge of their texts and be dextrous when deploying relevant details in response to unfamiliar prompts.</li> <li>- Practise of unseen poetry and drawing connections with <i>Poems of The Decade</i>.</li> </ul> <p><b>Teacher B</b> – Completion of Movement Poetry or Author Poetry and Revision of Shakespeare</p> <ul style="list-style-type: none"> <li>- Feedback from mocks.</li> <li>- Complete poems, including consolidation and building on contextual knowledge.</li> <li>- Practise planning and writing timed essays.</li> </ul>	<p><b>AO1</b> Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p><b>AO2</b> Analyse ways in which meanings are shaped in literary texts</p> <p><b>AO3</b> Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p><b>AO4</b> Explore connections across literary texts</p> <p><b>AO5</b> Explore literary texts informed by different interpretations</p>	<p><b>January Mock</b></p> <ul style="list-style-type: none"> <li>- Drama paper</li> <li>- Prose paper</li> </ul>
<b>Trinity</b>	<p><b>Teacher A</b> – Revision and consolidation of <i>Poems of The Decade</i>, <i>Prose</i> and Drama</p> <ul style="list-style-type: none"> <li>- Feedback from mock</li> <li>- Exam readiness</li> </ul> <p><b>Teacher B</b> – Revision and consolidation of Shakespeare and Movement poetry</p> <ul style="list-style-type: none"> <li>- Feedback from mock</li> <li>- Exam readiness</li> </ul>	<p><b>AO1</b> Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p><b>AO2</b> Analyse ways in which meanings are shaped in literary texts</p> <p><b>AO3</b> Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p><b>AO4</b> Explore connections across literary texts</p> <p><b>AO5</b> Explore literary texts informed by different interpretations</p>	<p><b>April Mock</b></p> <ul style="list-style-type: none"> <li>- Drama paper</li> <li>- Poetry paper</li> </ul>

<b>What consolidation looks like in this subject</b>	Reading (more or less anything, but particularly other texts from the same time period or literary movement as the studied set texts) Planning practice essays (this is more efficient than writing multiple practice essays and enables you to consolidate your thoughts) Comparing texts, both through their presentation of ideas and through the author's use of language and structure Researching the contexts of the texts studied and evaluating the significance of differing contexts to illuminate the texts Reading a wide variety of poetry and forming a thesis about each one	
<b>Examples of Homework</b>	Writing practice essays; reading and re-reading texts; read and annotate an unseen poem; research the context of your novel; write a practice essay plan.	
<b>Key terminology</b>	<a href="#">See Edexcel Guide</a>	
<b>Super-curricular enrichment and scholarly extension</b>	<p><b>Read:</b> Everything. See department reading lists, but at this stage, more or less anything you read is valuable.</p> <p><b>Watch:</b> theatre productions using the school's subscription to <a href="#">Drama Online</a>, <a href="#">Ted Talks (on Literature)</a></p> <p><b>Listen:</b> <a href="#">Oxford University Literature Podcasts</a>, <a href="#">New Yorker Podcasts</a></p> <p><b>Visit:</b> The British Library, Charles Dickens Museum, Keats' House, National Poetry Library, Women's Library at London Metropolitan University, the Globe Theatre.</p>	
<b>Useful websites</b>	The Library's Online Resources includes a number of useful sites including the BBC Shakespeare archive, Connell Guides online, English and Media Centre (EMC) archive, Hodder Review Magazines, JSTOR, LitCharts, Massolit, Oxford English Dictionary Online and Unifrog. It can be accessed here: <a href="#">Library Online Resources</a> Further useful sites include: <a href="#">The British Library</a> , <a href="#">Open Source Shakespeare</a> , <a href="#">BBC Radio 4: In Our Time</a> .	
<b>Who can I contact?</b>	<b>Head of Department</b>	<b>Catherine Nightingale</b> <a href="mailto:CLN@forest.org.uk">CLN@forest.org.uk</a>
	<b>Teachers</b>	<b>[to be filled in at the start of academic year]</b>