



English Literature Year 13 Curriculum Overview

The historicist exploration of Love Through the Ages continues into Year 13 with the exploration of love poetry through the ages. This involves reading poetry critically; constructing and responding to critical views with close analysis of the text and the authorial voice within and then constructing comparative responses.

Students use the diachronic anthology of poetry and then study a synchronic prose text to explore notions of gender and sexuality; religion and morality; social environment and its impact and character development. Whilst the prose text is from a single time frame in literary history, students will explore its placement from a thematic perspective because working within historicist principles means students are required to read widely across a range of texts and connect them across time and topic. Working with texts over time involves looking at ways in which authors shape meanings within their texts. It also involves thinking about a wide range of relevant contexts, some of them to do with the production of the text at the time of its writing and some (where possible) to do with how the text has been received over time.

The Love Through the Ages study will run simultaneously to the students' completion of their independent critical study which is their NEA. This involves students writing a comparative critical study of two texts on a theme of their choice with possible themes that include: the struggle for identity; crime and punishment; minds under stress; satire and dystopia; representations of race and ethnicity; representations of sexuality; representations of women; representations of men and representations of social class and culture.

The final stages of the course steer students through the revisiting and revision of all of their topics, with targeted improvements to their responses and there is a build towards their final exams in the June.

Term/Length of Time	Outline Brief information about specific knowledge, skills and experiences the students will have	Assessment/Teacher Feedback Opportunities This should link to your G4Smarkbook	Homework and Literacy resources This needs to include compulsory and optional tasks Should include books as well as vocab/speaking/listening resources. These can either be optional or part of your SL.
Teacher 1 Autumn 1 15 Wks	A Level Literature: Love Through the Ages Unseen Poetry Preparation The aim of this unit is to begin to develop students' understanding of, and responses to the historicist study of poetry through the ages. This will involve close analysis and the ability to compare methods such as technique and narrative structure. In it they develop a	Analytical response to individual poems (25 marks) An example paper can be found here: https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2020/november/AQA-77111-QP-NOV20.PDF NB: This will not be the paper used in the assessments.	Minimum homework expectation - to be set on G4S 360 minutes of compulsory homework per week that will include: ➤ Planning essay questions ➤ Producing thematic revision notes ➤ Reading critical analysis to broaden students' breadth of understanding. ➤ Creating vocabulary lists ➤ Completing past exam questions ➤ Practice essay writing ➤ Producing revision notes and materials in preparation for examination.

	critical style and the ability to write analytically about poetry. During the study of this unit, students will have the opportunity to: ➤ Reading poetry critically ➤ Construct and respond to critical views ➤ Understand the history, form and impact of the sonnet ➤ Understand the cultural and literary importance of Shakespeare's sonnet sequence ➤ Form readings with effective use of details ➤ Consider the style and impact of the 'metaphysicals' ➤ Introduce and explore examples of poetry from before and after the Civil War and interregnum ➤ Analysing detail and linking to meaning ➤ Consider the impact of Blake ➤ Examine the ideals, style and impact of the Romantics ➤ Build comparative arguments ➤ Consider the developments of poetry in the Victorian period ➤ Consider poetry in the 20th Century	The assessments will be marked based upon all of the Assessment Objectives: ➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. ➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts. ➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. ➤ Assessment Objective 4: Explore connections across literary texts. ➤ Assessment Objective 5: Explore literary texts informed by different interpretations	➤ Completing NEA work ➤ Reading secondary sources from Google Scholar and www.jstor.org and/or www.litcharts.com Optional homework tasks and resources: https://www.physicsandmathstutor.com/english-revision/a-level-aqa/ https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers KS5 Revision on DLH – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.
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	Whilst undertaking this study, students begin to develop the following skills and concepts: Writing: ➤ Discursive writing ➤ Developed responses ➤ Writing perceptively		
Teacher 1 Autumn 1 and 2	A Level Literature: Love Through the Ages Poetry Students consider the anthology of poetry and start to consider a critical historicist approach where character development, gender and sexuality, religion and morality and social environment and its impact are all explored. In doing so students: ➤ Respond to, analyse and interpret 'Who so list to hount' ➤ Respond to critical viewpoints ➤ Respond to, analyse and interpret 'Sonnet 116' ➤ Focus on an argument while using detail ➤ Respond to, analyse and interpret 'The Flea' ➤ Develop writing in response to a question ➤ Respond to, analyse and interpret 'To His Coy Mistress'	Analytical responses Assessment 1: Week 4 – alternative interpretations Assessment 2: Week 6 – 'men are not to be trusted' Assessment 3: Week 9 – discursive paragraph Assessment 4 Week 12 – impact of time on love An example paper can be found here: https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2020/november/AQA-77111-QP-NOV20.PDF NB: This will not be the paper used in the assessments. The assessments will be marked based upon all of the Assessment Objectives:	Minimum homework expectation - to be set on G4S 360 minutes of compulsory homework per week that will include: ➤ Planning essay questions ➤ Producing thematic revision notes ➤ Reading critical analysis to broaden students' breadth of understanding. ➤ Creating vocabulary lists ➤ Completing past exam questions ➤ Practice essay writing ➤ Producing revision notes and materials in preparation for examination. ➤ Completing NEA work ➤ Reading secondary sources from Google Scholar and www.jstor.org and/or www.litcharts.com Optional homework tasks and resources: https://www.physicsandmathstutor.com/english-revision/a-level-aqa/

	➤ Respond to, analyse, interpret and compare 'The Scrutiny' and 'Absent from Thee' ➤ Respond to, analyse and interpret 'The Garden of Love' ➤ Respond to, analyse and interpret and compare two Romantic poems from the Anthology ➤ Respond to, analyse and interpret 'La Belle Dame Sans Merci' ➤ Respond to, analyse and interpret 'Remember' ➤ Develop discursive writing about the poems ➤ Respond to, analyse and interpret the two Hardy poems from the Anthology ➤ Respond to, analyse and interpret 'Non Sum Qualis' ➤ Using poetic techniques beyond language in writing about poems Whilst undertaking this study, students begin to develop the following skills and concepts: Reading: ➤ Historicism as an approach to critical reading (AO4)	➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. ➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts. ➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. ➤ Assessment Objective 4: Explore connections across literary texts. ➤ Assessment Objective 5: Explore literary texts informed by different interpretations	https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers KS5 Revision on DLH – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.
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	➤ The significance of relevant contexts to the period of writing from 1945 to the present day (AO3) Writing: ➤ Constructing arguments with contextual and historicist foregrounding ➤ Planning and preparing an answer		
Teacher 2 Autumn 1 and 2 15 Wks	A Level Literature: Love Through the Ages Prose Students develop a historicist approach to the study of the anchor text <i>The Great Gatsby</i>. Students consider the text of poetry and start to consider a critical historicist approach where character development, gender and sexuality, religion and morality and social environment and its impact are all explored. During the study of this text students focus on: ➤ How Fitzgerald establishes the philosophical and moral heart of the novel? ➤ Continue to develop understanding and analytical	Analytical responses to text (25 marks) Assessment 1: Week 5 – Constructing arguments Assessment 2: Week 6 – Consider the significance of identity in the novel An example paper can be found here: https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF NB: This will not be the paper used in the assessments.	Minimum homework expectation - to be set on G4S 360 minutes of compulsory homework per week that will include: ➤ Planning essay questions ➤ Producing thematic revision notes ➤ Reading critical analysis to broaden students' breadth of understanding. ➤ Creating vocabulary lists ➤ Completing past exam questions ➤ Practice essay writing ➤ Producing revision notes and materials in preparation for examination. ➤ Completing NEA work ➤ Reading secondary sources from Google Scholar and www.jstor.org and/or www.litcharts.com Optional homework tasks and resources:

	abilities, leading into individual preparation work on a section of the novel. ➤ Cultivate an individual close reading and analytical abilities. ➤ Understand the fantasy narrative and its role in the novel. ➤ Examine the change in tone and portrayal of internal and external conflict. ➤ Explore the deepening of the psychological portrayal of the interior voice. ➤ Interpret Winterson's key ideas and messages. Whilst undertaking this study, students begin to develop the following skills and concepts: Reading: Developing a coherent and thorough response (Band 4) Writing: Developing arguments that set up complex answers Incorporating more complex prose elements into written answers	The assessments will be marked based upon all of the Assessment Objectives: ➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. ➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts. ➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. ➤ Assessment Objective 4: Explore connections across literary texts.	https://www.physicsandmathstutor.com/english-revision/a-level-aqa/ https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers KS5 Revision on DLH – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.
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		➤ Assessment Objective 5: Explore literary texts informed by different interpretations	
<u>Teacher 1 and 2</u> Spring 1 until Exams	Bespoke revision By this point of the year students will have a comprehensive knowledge of the plots of their literature texts as well as beneficial approaches to extended responses. They will continue to develop their skills in writing, refining their drafting skills and developing resilience to write at length. Teachers will adapt their teaching to the specific needs of their groups which allows them to hone the skills of specific assessment objectives. Students will build on their ability to make an informed personal response to exam style questions where they will refine their ability to identify and interpret themes, ideas and information from set texts as well as unseen ones.	Analytical responses to text (25 marks) Assessment 1: Week 3 – Exam Style Question Assessment 2: Week 10 – Exam Style Question Full Exam Paper 1 and 2 An example paper can be found here: https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF And https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77122B-QP-NOV21.PDF	Minimum homework expectation - to be set on G4S 360 minutes of compulsory homework per week that will include: ➤ Planning essay questions ➤ Producing thematic revision notes ➤ Reading critical analysis to broaden students' breadth of understanding. ➤ Creating vocabulary lists ➤ Completing past exam questions ➤ Practice essay writing ➤ Producing revision notes and materials in preparation for examination. ➤ Completing NEA work ➤ Reading secondary sources from Google Scholar and www.jstor.org and/or www.litcharts.com Optional homework tasks and resources:

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		influence of the contexts in which literary texts are written and received. ➤ Assessment Objective 4: Explore connections across literary texts. ➤ Assessment Objective 5: Explore literary texts informed by different interpretations	
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