



**YEAR 13 English Literature 2023-2024 AUTUMN TERM**  
**‘An ambitious curriculum that meets the needs of all’**  
**Medium Term Planning – Topics:**

**Paper One: NEA, Unseen Poetry and Introduction to Shakespeare’s Othello**

**Paper Two: NEA, Unseen Prose and Revision of Wiper’s Times/Wilfred Owen – Introduction to Regeneration**

**Curriculum Intent**

In addition to developing the skills and knowledge listed below, we aim to give all students access to a wide range of high-quality texts in order to develop their language and communication skills, as well as their cultural capital and empathy to allow them to be fulfilled in their future lives and employment and contribute positively to society. We aim to foster a love of reading for all students so that they read widely and often.

**This unit builds upon students’ understanding and reflection on close reading based upon the skills of analysis from year 12.**







Pupils will be taught to read and reflect upon the role of language and methods in shaping meaning by:

- reading texts from the 19th, 20th and 21st centuries across the course and two papers
- reading a wide range of high-quality and challenging non-fiction articles on context and literary criticism

Students will be taught to understand and critically evaluate texts through:

- reading in different ways for different purposes, summarising ideas and information, and evaluating their usefulness for particular purposes.

<p><b>Skills / National Curriculum Links</b></p>	<ul style="list-style-type: none"> <li>• drawing on knowledge of the purpose, audience for and context of the writing (AO3), including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation.</li> <li>• identifying and interpreting themes, ideas and information.</li> <li>• seeking evidence in the text to support a point of view, including justifying inferences with evidence.</li> <li>• analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact.</li> <li>• making critical comparisons, referring to the contexts, themes, style of texts, and drawing on knowledge and skills from wider reading.</li> <li>• making an informed personal response, recognising that other responses to a text are possible and evaluating these.</li> </ul> <p>Students will be taught to write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> <li>• adapting their writing to explore linguistic issues in an accessible way</li> <li>• selecting and organising ideas and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis.</li> <li>• selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features to reflect audience, purpose and context, and using Standard English where appropriate.</li> </ul> <p>Students will be taught to revise, edit and proof-read through:</p> <ul style="list-style-type: none"> <li>• reflecting on whether their draft achieves the intended impact.</li> <li>• restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness.</li> <li>• paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.</li> </ul> <p>Students will be taught to consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> <li>• studying their effectiveness and impact in the texts they read.</li> <li>• drawing on new vocabulary and grammatical constructions from their reading and using these consciously in their writing.</li> <li>• Comparing how texts present information in different ways – based on perspectives and social, historical and technological contexts.</li> <li>• critically analysing some of the differences between spoken and written language, including differences associated with formal and informal registers and evaluating academic research in these areas</li> <li>• using linguistic terminology accurately and confidently in discussing the different genres of drama, prose and poetry</li> </ul>
--	---

	<p>Students will be taught to speak confidently, audibly and effectively through:</p> <ul style="list-style-type: none"> <li>• using and evaluating the use of Standard English when the context requires it.</li> <li>• listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary.</li> <li>• planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations.</li> <li>• listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation.</li> </ul> <hr/>
<b>Cross Curricular Links</b>	<p><b>SMSC:</b> Spiritual, moral, social and cultural values are represented by consideration of a range of texts and the comparison between how issues are represented.</p> <p><b>PSHE/British Values:</b> Individual liberty, democracy mutual respect and tolerance are represented by the reflection on how meanings are shaped, the evaluation of how language reflects and determines thought and a critical examination of the impact of the choices of the text producer. The thematic links of the course encourage students to reflect on key social issues through the thematic links of love and war.</p> <p><b>Numeracy:</b> N/A</p>
<b>Literacy</b>	<p><b>Vocabulary</b></p> <p>Tier 2 – repression, responsibility, exploitation, subjectivity</p> <p>Tier 3 – modernism, parathyme, narrator, historicist, carpe diem, metaphysical, tragedy, hubris, catharsis</p> <p><b>Reading Strategies</b> – comprehending, inferring, deducing, predicting, questioning, summarising, clarifying.</p> <p><b>Writing opportunities</b> – extended, analytical essay writing.</p>
<b>Becoming future ready</b>	<div>       </div> <p><b>Personal Skills / skills builder:</b></p> <p><b>Careers/Employability:</b> Proof reading and editing, written and spoken communication, cultural capital.</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>

<b>QFT/SEND Provision</b>	<p><b>By product:</b> All students will be taught to produce high-quality pieces of analytical and academic writing as well as high quality journalistic/fictional/creative writing. They will also be taught to give high-quality spoken presentations.</p> <p><b>By resource:</b> All students will be given a range of resources including knowledge organisers, vocabulary mats, revision booklets. Model answers are available.</p> <p><b>By Intervention:</b> Wave 1 – high quality teaching, wave 2 – support sessions for identified cohorts, wave 3 – support for individual students by the class teacher. Weekly intervention on key topics/essay skills will be available.</p> <p><b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue.</p> <p><b>By Task:</b> Students should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. PLCs are referred to.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning. Teams post facility will be used for this purpose. Extension activities will be available.</p>
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <p><b>AO1 – Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</b></p> <p><b>AO2 – Analyse ways in which meanings are shaped in literary texts.</b></p> <p><b>AO3 – Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</b></p> <p><b>AO4 – Explore connections across literary texts.</b></p> <p><b>AO5– Explore literary texts informed by different interpretations.</b></p>
<b>Learning Outcomes (Knowledge)</b>	<p>Paper One</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use a range of critical terms to examine poetry, including an understanding of the different literary techniques associated with different periods</li> <li>• Understand and be able to outline different periods in poetry including Romanticism, Medieval, Metaphysical, Modernism and Post-modernism</li> <li>• Explain how the presentation of relationships is influenced by social and historical ideas</li> <li>• Explore the use of tragedy as a form in Shakespearean England – including an understanding of key terminology</li> <li>• Examine how Shakespeare’s Othello presents marriage, discrimination, power, loyalty, prejudice, manipulation and sexuality.</li> <li>• Explore Acts 1-3 of Othello in detail, drawing upon a range of literary terms and including reflection on contexts</li> </ul> <p>Paper Two</p> <p>Students will be able to:</p>

	<ul style="list-style-type: none"> <li>• Use a range of critical terms to examine prose, including an understanding of the different literary techniques associated with different literary periods and the evolution of narrative forms.</li> <li>• Understand the significance of different responses to World War 1 in literature across the 20<sup>th</sup> century and beyond</li> <li>• Explore how Pat Barker's Regeneration introduces both real life and fictional characters, and the symbolism of these characters in conveying ideas on WW1</li> <li>• Understand the use of interdiscursivity in Regeneration</li> </ul> <p>NEA</p> <ul style="list-style-type: none"> <li>• Show a clear overview of their independently chosen texts</li> <li>• Know how to source and incorporate academic literary criticism in their chosen texts</li> <li>• Draw comparisons of language, form and structure between their two chosen texts and to reflect on the impact of the context on the presentations of themes.</li> </ul> <p>Individual lesson PowerPoints outline how knowledge and skills will be taught as well as how learners' understanding will be checked, how misconceptions will be addressed and how teaching sequences can be adapted as and when necessary.</p>
<b>Current learning to be developed in the future within:</b>	Interleaved learning is outlined in the long-term scheme and shows how content is revisited to ensure it is remembered.
<b>Assessment</b>	Impact will be measured through a range of formative and summative assessments and support will be put in to place when teachers judge that students are not fulfilling their potential. Our aim is to ensure all students perform to the best of their ability and are ready for the next stage of their education or career by the end of the A Level course. Refer to assessment maps and calendar for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation. They will also be equipped to write a convincing academic argument and be able to independently examine/analyse a range of texts in detail.

**Teacher notes:**

**Key resources:**

These are outlined below in the medium-term planning section of this document

---

**Implementation - Medium term planning**

The following planning table together with the long-term scheme of work and lesson PowerPoints outlines how knowledge and skills will be taught as well as how learners' understanding will be checked, how misconceptions will be addressed and how teaching sequences can be adapted as and when necessary. Cyclical learning is outlined in the long-term scheme and shows how content is revisited to ensure it is remembered.

**Department: English Literature**

**Year Group: 13**

## **Suggested resources and lesson outline**

<b>Weeks 1 &amp; 2</b>	<p><b>NEA</b> – the first two weeks for both teachers should focus on the supervision and organisation of the NEA.</p> <p>Resources are available on:</p> <ul style="list-style-type: none"><li>Text Selection</li><li>Gaining an overview of a text through independent study</li><li>Using Critical Sources.</li></ul> <p>Students should complete the Microsoft Forms Proforms to reflect and monitor their own progress.</p>
------------------------	--

--	--

<b>Weeks 3-6</b>	<p><b>Paper One – Unseen Poetry and Cyclical Learning of Section C (Class and home) and Othello</b></p> <p>Cyclical learning and formative tasks on unseen poetry.</p> <p>Students will complete analysis of poems either by whole class, paired/group work. Staff will take a flexible approach to this according to the progress of the class and consider varying the analysis of single poems/paired poems.</p> <p>At the end of each lesson, teacher to complete the audit grid to summarise key findings. This will build into a detailed revision resource of different techniques and contexts.</p> <p><b>Cyclical Learning</b></p> <p>Set essays to practice Section C (Gatsby and Poetry) for homework to ensure that learning is interleaved, and to make links to key themes related to Love Through the Ages. Past paper questions will be used to set practice essays.</p>	<p><b>Use the resources and examples of Unseen Prose</b></p> <p>Complete formative essay practice as appropriate – foreground aspects of prose study including use of narration, symbolism, structure, characterisation using the resources. Examples of essays and discussion of Assessment Objectives in relation to ‘The Wipers Times’/Wilfred Owen.</p> <p>Cyclical learning – the narrative techniques outlined will prepare for the study of Pat Barker’s ‘Regeneration’, and</p>
------------------	--	---

<b>Weeks 7-8</b>	<p><b>Paper One - Othello</b></p> <p>Introduce context – Tragedy and Jacobean England.</p> <p>Act 1 Scenes 1-3</p>	<p><b>Paper Two</b></p> <p>NEA Supervision – reading and annotating chosen texts</p>
------------------	--	--

<b>Internal Assessment Weeks 9-10</b>		
<b>11-12</b>	<b>Othello</b> <b>Act Two &amp; Three</b> <b>Setting</b> <b>Manipulation</b> <b>Character Development</b>	<b>Unseen Prose – different contexts and formative practice</b>  <b>‘A Month in the Country’ – retrospective accounts of war (to compliment Regeneration</b> <b>Robert Graves – Goodbye to All That – semi autobiographical writing in late 1920s/early 1930s (to compliment contextual knowledge of The Great Gatsby)</b>
<b>13</b>	<b>Reflection on Internal Assessments – NOW tasks and development</b>	<b>Reflection on Internal Assessments – NOW tasks and development</b>
<b>14</b>	<b>Othello – Formative Practice</b>	<b>Regeneration – Context, Sassoon’s declarative and fact/fiction</b>