Year 13 English Literature Curriculum

Subject Knowledge		
Autumn 1	**Component 03: Literature post-1900 - Teacher A**	
	Introduction to the close reading (poetry) coursework task.	[ ]
	Brief introduction to poetry and poetic form, with close focus on late 20thC, dramatic monologues, free verse etc.	[ ]
	Mean Time: introduction to the text.	[ ]
	Mean Time: close textual analysis (c.10-12 poems total, including Autumn 2).	[ ]
	Component 03: Literature post-1900 - Teacher B	
	Further introduction to the coursework comparative essay task.	[ ]
	A Streetcar Named Desire: introduction to the text (drama coursework choice).	[ ]
	A Streetcar Named Desire: close textual analysis.	[ ]
	A Streetcar Named Desire: guidance on comparison with chosen post-2000 prose text. Coursework titles confirmed.	[ ]
	Independent study of chosen post-2000 prose text.	[ ]
	Context: development of understanding to include effective integration of relevant context in coursework essay.	[ ]
	Interpretation: development of understanding to include effective integration of different readings in coursework essay.	[ ]
	Component 02: Comparative and Contextual Study - Teacher B	
	Independent study of Class Reader 2 (*The Road* or *The Parable of the Sower*).	[ ]
Half Term		
Autumn 2	**Component 03: Literature post-1900 - Teacher A**	
	Mean Time: close textual analysis (c.10-12 poems total, including Autumn 2).	[ ]
	Complete the close reading (poetry) coursework task.	[ ]
	The Duchess of Malfi and *The Merchant's Prologue and Tale*: close textual analysis and connections to completion.	[ ]
	Context: development of understanding to include effective integration of relevant context in coursework essay.	[ ]
	Interpretation: development of understanding to include effective integration of different readings in coursework essay.	[ ]
	Component 03: Literature post-1900 - Teacher B	
	A Streetcar Named Desire: close textual analysis.	[ ]
	A Streetcar Named Desire: guidance on comparison with chosen post-2000 prose text. Coursework titles confirmed.	[ ]
	Independent study of chosen post-2000 prose text.	[ ]
	Context: development of understanding to include effective integration of relevant context in coursework essay.	[ ]
	Interpretation: development of understanding to include effective integration of different readings in coursework essay.	[ ]
	Completion of coursework comparative essay task.	[ ]
	Component 01: Drama and Poetry pre-1900 - Teacher A	
	Revision activities set in preparation for internal exams (independent study – not class based).	[ ]
	Component 02: Comparative and Contextual Study - Teacher B	
	Revision activities set in preparation for internal exams (independent study – not class based).	[ ]
	Independent study of Class Reader 2 (*The Road* or *The Parable of the Sower*).	[ ]
Christmas		
Spring 1	**Component 01: Drama and Poetry pre-1900 - Teacher A**	
	Revision with exam skills focus.	[ ]
	Component 02: Comparative and Contextual Study - Teacher B	
	Revision with exam skills focus.	[ ]
Half Term		
Spring 2	**Component 01: Drama and Poetry pre-1900 - Teacher A**	
	Final close study of set texts for Component 01 with special focus on contexts and interpretations.	[ ]
	Revision with exam skills focus.	[ ]
	Component 02: Comparative and Contextual Study - Teacher B	
	Final close study of set texts for Component 01 with special focus on contexts and interpretations.	[ ]

	Revision with exam skills focus.	[ ]
	Independent study of Class Reader 2 (*The Road* or *The Parable of the Sower*).	[ ]
Easter		
Summer 1	**Component 01: Drama and Poetry pre-1900 - Teacher A**	
	Revision with exam skills focus.	[ ]
	Component 02: Comparative and Contextual Study - Teacher B	
	Revision with exam skills focus.	[ ]

Key Skills	
Component 1	• Analyse how meanings are shaped in drama and poetry texts. • Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • Use accurately a range of literary concepts and terminology, including knowledge of the principles and conventions of drama and dramatic verse (tragedy), and poetry and poetic verse. • Explore connections across the set texts (*The Duchess of Malfi*/*The Merchant's Prologue and Tale*). • Reflect on different interpretations of literary texts, including, where relevant, critical interpretation; debate alternative ideas about a text and consider multiple readings. • Identify and consider how attitudes and values are expressed in texts. • Organise responses in a clear and effective academic style and register with coherent written expression. • Use accurately quotations and references to texts and sources.
Component 2	• Analyse how meanings are shaped in short passages of prose and whole dystopian novels. • Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • Use accurately a range of literary concepts and terminology, including knowledge of the principles and conventions of dystopian fiction. • Explore connections across the set texts (*Nineteen Eighty-Four* and *The Handmaid's Tale*). • Reflect on different interpretations of literary texts, including, where relevant, critical interpretation; debate alternative ideas about a text and consider multiple readings. • Identify and consider how attitudes and values are expressed in texts. • Organise responses in a clear and effective academic style and register with coherent written expression. • Use accurately quotations and references to texts and sources. • Show how different interpretations have informed your reading of the short prose passage.
Component 3	• Analyse how meanings are shaped in drama, poetry and prose texts. • Demonstrate understanding of the significance and influence of the post-1900 and post-2000 contexts in which literary texts are written and received. • Use accurately a range of literary concepts and terminology. • Analyse poetry text with close focus on writer's methods (*Mean Time*). • Explore connections across the set and chosen texts (*A Streetcar Named Desire* and post-2000 prose text). • Reflect on different interpretations of literary texts, including, where relevant, critical interpretation; debate alternative ideas about a text and consider multiple readings. • Identify and consider how attitudes and values are expressed in texts. • Organise responses in a clear and effective academic style and register with coherent written expression. • Use accurately quotations and references to texts and sources.