

## English Literature – Year 13 Curriculum Map

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p><b>Terms 1 and 2</b>  <b>Revision of AQA <i>Love Through the Ages</i> Poetry Anthology, <i>The Great Gatsby</i>, and Unseen Poetry</b></p> <p><b>Non-Exam Assessment Completion</b></p> <ul style="list-style-type: none"> <li>Deciding on a question that has scope to explore in depth.</li> <li>How to plan and construct extended essays.</li> <li>Where to go to find literary analysis of texts.</li> <li>How to create a bibliography and cite works correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate and build on knowledge of AQA Love Through the Ages Poetry Anthology, <i>The Great Gatsby</i>, and Unseen Poetry developed in Year 12.</li> <li>Consolidate and build on knowledge of writers' methods and how to analyse texts developed in Year 12.</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment: A-Level exam-style questions</li> <li>Formal summative assessment: Year 13 Mock Exam: AQA A-Level English Literature Paper 1 Exam Paper.</li> <li>Formal Summative assessment: AQA A-Level English Literature NEA</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate a nuanced understanding of meanings conveyed in the texts, how the writers have shaped these meanings, and how they relate to the respective social, historical, and literary contexts of the texts.</li> <li>To demonstrate ability to convey a nuanced argument supported by perceptive analysis of judiciously chosen evidence.</li> </ul>

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<p><b>Terms 3 and 4</b></p> <p><b>Texts in Shared Contexts Novel: <i>Regeneration</i></b></p> <ul style="list-style-type: none"> <li>The social, historical, and literary contexts pertaining to Pat Barker and literature set during World War One.</li> <li>Key concepts pertaining to the text, including: <ul style="list-style-type: none"> <li>Trauma</li> <li>Repression</li> <li>Alienation</li> </ul> </li> <li>Writers' methods.</li> <li>Analytical vocabulary.</li> <li>Analytical writing.</li> <li>Comparative analysis.</li> </ul> <p><b>Texts in Shared Contexts Play: <i>The Wipers Times</i></b></p> <ul style="list-style-type: none"> <li>The social, historical, and literary contexts pertaining to Ian Hislop, Nick Newman and literature set during World War One.</li> <li>Knowledge of the historic trench magazine 'The Wipers Times'.</li> <li>Key concepts pertaining to the text, including: <ul style="list-style-type: none"> <li>Satire</li> <li>Irony</li> <li>Absurdity</li> </ul> </li> <li>Conventions of plays.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate and build on knowledge of writers' methods and how to analyse texts developed in Year 12.</li> <li>Consolidate and build on knowledge of poetry developed in Year 12.</li> <li>Consolidate and build on knowledge of how to produce comparative analysis developed in Year 12.</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment: analytical paragraphs analysing <i>Regeneration</i>.</li> <li>Formal summative assessment: A-Level exam-style question analysing <i>Regeneration</i>.</li> <li>Formative assessment: analytical paragraphs analysing <i>The Wipers Times</i>.</li> <li>Formative assessment: analytical paragraphs analysing poems from <i>Up the Line to Death</i>.</li> <li>Formal summative assessment: A-Level exam-style question comparing <i>The Wipers Times</i> with <i>Up the Line to Death</i>.</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate a nuanced understanding of meanings conveyed in <i>Regeneration</i>, how Barker has shaped these meanings, and how they relate to social, historical, and literary contexts.</li> <li>To demonstrate a nuanced understanding of meanings conveyed in <i>Regeneration</i>, how Barker Hislop and Newman have shaped these meanings, and how they relate to social, historical, and literary contexts.</li> <li>To demonstrate ability to convey a nuanced argument supported by perceptive analysis of judiciously chosen evidence.</li> </ul>
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<ul style="list-style-type: none"> <li>• Theatre terminology.</li> <li>• Writers’ methods.</li> <li>• Analytical vocabulary.</li> <li>• Analytical writing.</li> </ul> <p><b>Texts in Shared Contexts Poetry: Up the Line to Death Poetry Anthology</b></p> <ul style="list-style-type: none"> <li>• Social, historical, and literary contexts pertaining to the respective poets.</li> <li>• Conventions of Poetry.</li> <li>• Conventions of First World War Poetry.</li> <li>• Poetry terminology.</li> <li>• Writers’ methods.</li> <li>• Analytical vocabulary.</li> <li>• Analytical writing.</li> </ul>			
<p><b>Terms 5 Texts in Shared Context Unseen Extract</b></p> <ul style="list-style-type: none"> <li>• Conventions of literature set during World War One.</li> <li>• Writers’ methods.</li> <li>• Analytical vocabulary.</li> <li>• Analytical writing.</li> </ul> <p><b>Revision of <i>Regeneration</i>, <i>The Wipers Times</i>, and <i>Up the Line to Death</i></b></p>	<ul style="list-style-type: none"> <li>• Consolidate and build on knowledge of writers’ methods and how to analyse texts developed in Year 12.</li> <li>• Consolidate and build on knowledge of analysing unseen texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment: analytical paragraphs analysing unseen texts.</li> <li>• Formal summative assessment: A-Level exam-style question analysing an unseen texts <i>Regeneration</i>.</li> <li>• Formative assessment: additional A-level exam practice at the discretion of the class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate a nuanced understanding of meanings conveyed in the texts, how the writers have shaped these meanings, and how they relate to the respective social, historical, and literary contexts of the texts.</li> <li>• To demonstrate ability to convey a nuanced argument supported by perceptive analysis of judiciously chosen evidence.</li> </ul>