English – Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (s)	Main focus Paper 2 English Literature A2 and NEA NEA Duffy's collection 'Feminine Gospels' The Help Themes in shared contexts post 1945	Main focus Paper 2 English Literature A2 Duffy's collection 'Feminine Gospels' Streetcar Named Desire Unseen Prose Themes in shared contexts post 1945	Main focus Paper 1 English Literature A2 Unseen Prose Duffy's collection 'Feminine Gospels' Streetcar Named Desire and The Help comparison Poetry anthology and Jane Eyre comparison Themes in shared contexts post 1945 Theme: Love through the ages	Main focus Paper 1 English Literature A2 Othello Unseen Poetry Poetry anthology and Jane Eyre comparison Theme: Love Through the Ages	Main focus Paper 1 and Paper 2 English Literature A2 REVISION of all Themes in shared contexts post 1945 and Love Through the Ages	Students on study leave – revision sessions available for them to attend
Topic Objectives	All Assessment Objectives	All Assessment Objectives	All Assessment Objectives	All Assessment Objectives	All Assessment Objectives	
Acquired Knowledge / Skills	Analysis of writer's methods in prose, drama and poetry — characterisation; use of motifs, narrative structure; stagecraft; Realism; Naturalism; poetic language	Analysis of writer's methods in drama and poetry – characterisation; stagecraft; poetic language and structure; stage directions; Duffy's poetic conventions; The Three Unities	Analysis of writer's methods in prose, drama and poetry – revision of all so far Approaching a text from an historicist point of view	Analysis of writer's methods in prose, drama and poetry — characterisation; use of motifs, narrative structure; stagecraft; poetic language	Revision of all previous content	Students on study leave – revision sessions available for them to attend

YEAR 13

	Approaching a text	Approaching a text from	Integrating	Approaching a text		
	from an historicist	an historicist point of	understanding of	from an historicist		
	point of view	view	social and historical	point of view		
			context and its	•		
	Understanding how	Understanding how	influence into own	Integrating		
	social and historical	social and historical	analysis	understanding of		
	context influences	context influences		social and historical		
	context of production	context of production of	Integrating	context and its		
	of reception	reception	understanding of the	influence into own		
			typical features of	analysis		
	Ability to engage with	Ability to engage with	literary eras and how			
	the typical features of	the typical features of	they impact texts	Integrating		
	literary eras	literary eras	into own analysis	understanding of the		
				typical features of		
	Ability to debate a	Ability to debate a	Ability to debate a	literary eras and how		
	viewpoint in relation	viewpoint in relation to	viewpoint in relation	they impact texts		
	to texts	texts	to texts	into own analysis		
	Comparing texts in	Structuring essays	Comparing texts in	Ability to debate a		
	light of A0s	ensuring all AOs are	light of A0s	viewpoint in relation		
		included		to texts		
	Structuring essays		Structuring essays			
	ensuring all AOs are		ensuring all AOs are	Comparing texts in		
	included		included	light of A0s		
				Structuring essays		
				ensuring all AOs are		
				included		
Assessment						
	NEA	NEA	Regular timed essays	Regular in class timed	Regular in class timed	
			on Othello (Q1 Paper	essays	essays	_
	Regular in class timed	Regular in class timed	1) and Poetry –	and the second		Summer Exams
	essays on Duffy (Q1	essays on Duffy (Q1 OR	viewpoint based	Mock Exam Paper 2		
	OR Q2 Paper 2) and	Q2 Paper 2) and The		English Literature: 3		
				hours		

	SUBJECT: ENGLISH LITERATURE			OVERVIEW	
			1		
The Help (theme	Help vs. Streetcar (Q6	Mock Exam Paper 2			
based questions)	Paper 2)	English Literature 2			
		hours 30 mins			

