

## Programme of study for Year 13

Autumn (1<sup>st</sup> term)  
Autumn (2<sup>nd</sup> term)  
Spring (1<sup>st</sup> term)  
Spring (2<sup>nd</sup> Term)  
Summer (1<sup>st</sup> term)  
Summer (2<sup>nd</sup> term)

**From:** September

**To:** July

### **Teacher 1**

Interleaving of Prose, Coursework and Christina Rossetti Poetry

#### Christina Rossetti Poems

'Goblin Market'

'The World'

'Apple Gathering'

'Maude Clare'

'At Home'

'Remember'

'Up-Hill'

'Some ladies dress in muslin full and white'

'As froth on the face of the deep'

'Babylon the Great'

'A Christmas Carol'

'May'

'Passing and Glassing'

'A Helpmeet for Him'

'Our Mothers, lovely women pitiful'

'What Would I Give?'

'Memory'

'A Birthday'

'Echo'

'Twice'

'Piteous my rhyme is'

## Teacher 2

Teaching of 'Othello', 'Shakespeare's Critical Anthology', and interleaving 'Poems of the Decade' and 'A Streetcar Named Desire'

### Skills (students should be able to do):

#### Drama (Section B)

##### **AO1**

Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

##### **AO2**

Analyse ways in which meanings are shaped in literary texts.

##### **AO3**

Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

#### Section A

##### **AO1**

Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

##### **AO2**

Analyse ways in which meanings are shaped in literary texts.

##### **AO3**

Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

##### **AO5**

#### Prose

##### **AO1**

Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

##### **AO2**

Analyse ways in which meanings are shaped in literary texts.

##### **AO3**

Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

##### **AO4**

Explore connections across literary texts.

#### Poetry (Section A )

##### **AO1**

Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

##### **AO2**

Analyse ways in which meanings are shaped in literary texts.

##### **AO4**

Explore connections across literary texts.

#### Poetry (Section B)

##### **AO1**

Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

##### **AO2**

Analyse ways in which meanings are shaped in literary texts.

##### **AO3**

Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

#### Coursework

##### **AO1**

Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

##### **AO2**

Analyse ways in which meanings are shaped in literary texts.

##### **AO3**

Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

##### **AO4**

Explore connections across literary texts.

##### **AO5**

Explore literary texts informed by different interpretations

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<p><b>Key Learning Outcomes for Drama (students should know):</b></p> <p><u>'A Streetcar Named Desire'</u></p> <ul style="list-style-type: none"> <li>To understand the play, its key themes and the key ideas expressed by the playwright</li> <li>To analyse methods and explore the different methods the playwright uses to address key ideas</li> <li>To understand the context of production and how this has informed the playwright's production of the text</li> <li>To understand the context of reception and how this may inform the different ways in which different audiences might receive the text</li> </ul> <p><u>'Othello'</u></p> <ul style="list-style-type: none"> <li>To understand the play, its key themes and the key ideas expressed by the playwright</li> <li>To analyse methods and explore the different methods the playwright uses to address key ideas</li> <li>To understand the context of production and how this has informed the playwright's production of the text</li> <li>To understand the context of reception and how this has informed the way in which</li> </ul>	<p><b>Key Learning Outcomes for Prose (students should know):</b></p> <ul style="list-style-type: none"> <li>To understand the novels and the key ideas being expressed by the authors</li> <li>To analyse the writers' methods and explore the different ways in which they address key ideas</li> <li>To understand the context of production and how this has informed the authors' production of the texts</li> <li>To understand the context of reception and how this may inform the different ways in which different readers may receive the text</li> <li>To compare the two texts, exploring similarities and differences between the authors' ideas and methods</li> </ul>	<p><b>Key Learning Outcomes for Poetry - Section A (students should know):</b></p> <ul style="list-style-type: none"> <li>To understand the different poems and the key ideas being expressed by the poets</li> <li>To begin to analyse unseen poems and consider connections that may be made with the taught poems</li> <li>To analyse the poets' methods and explore the different ways in which they address key ideas</li> </ul> <p><b>Key Learning Outcomes for Poetry - Section B (students should know):</b></p> <ul style="list-style-type: none"> <li>To understand the different poems and the key ideas being expressed by the poets</li> <li>To analyse the poets' methods and explore the different ways in which they address key ideas</li> <li>To understand the context of production and how this has informed the poet's production of the poems</li> <li>To understand the context of reception and how this may inform the different ways in which different readers might receive the poems</li> </ul>	<p><b>Key Learning Outcomes for Coursework (students should know):</b></p> <ul style="list-style-type: none"> <li>To understand the novels and the key ideas being expressed by the authors</li> <li>To analyse the writers' methods and explore the different ways in which they address key ideas</li> <li>To understand the context of production and how this has informed the authors' production of the texts</li> <li>To understand the context of reception and how this may inform the different ways in which different readers may receive the text</li> <li>To compare the two texts, exploring similarities and differences between the authors' ideas and methods</li> <li>To explore the different interpretations around both texts and to evaluate these to begin to develop personal argument for both texts</li> </ul>

different audiences may receive the text

- To read critical essays and to evaluate these to then determine own argument of text

**Assessments to cover:**

**Autumn 1**

- Essay for poetry – ‘Poems of the Decade’

**Autumn 2**

- Essay for Drama
- Essay for Prose
- Coursework essay

**Spring 1**

- Complete exam paper for ‘Othello’
- Complete exam paper for Prose
- Complete exam paper for Poetry

**Summer 1**

- Complete exam paper for ‘A Streetcar Named Desire’

**Building understanding: Rationale / breakdown for your sequence of lessons:**

*Teacher 1 and Teacher 2 teach the course parallel to one another. This is to always ensure that students are focusing on different texts, whilst also regularly recapping them, this includes the knowledge and skills learnt in Year 12, consolidating the process of interleaving.*

**Teacher 1**

Teacher 1 will use Autumn 1 to support students with their coursework. The first draft must be submitted by the end of the first half term. The rest of the year will be spent revising the prose texts studied in Year 12 and interleaving poetry from Christina Rossetti. Rossetti's poetry explores themes such as the fallen woman, religion, temptation and sin – themes which link in with the prose texts. The teacher will also use this time to interleave the redrafting of students' coursework essays in lessons/ through home learning – as this is a great way for students to develop their essay-writing skills and their understanding of the assessment objectives. The final draft of the coursework will be submitted by the end of the Autumn term.

**Teacher 2**

Teacher 2 will support Teacher 1 with coursework in Autumn 1. In Autumn 2, students will begin the study of Othello using Shakespeare's Critical Anthology to develop students' skills in using critical essays to develop their interpretations. This will also help with coursework as students are required to including critical reading within their coursework essays – thus, this will help in the development of students' skills. During this time, the teacher will also be revising the drama texts and poems taught in Year 12. The teacher will also ensure more exposure to unseen poems to enable students to develop their confidence in comparing a taught poem with an unseen poem.

**Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):**

Students will be encouraged to take a more independent approach – this may include teachers encouraging students to:

- watch news/ read articles concerning current affairs
- watch YouTube clips/ documentaries informing students of the contexts of the texts they are studying.