Programme of study for Year 13

Autumn (1st term)
Autumn (2nd term)
Spring (1st term)
Spring (2nd Term)
Summer (1st term)
Summer (2nd 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

Interleaving of 'Othello', 'A Street Car named Desire' and 'Poems of the Decade' poems:
'On her Blindness'
'Please Hold'
'Ode on a Grayson Perry Urn'
'The Lammas Hireling'
'The Gun'
'The Deliverer'
'Out of the Bag'
'The Furthest Distances I've Travelled'
'History'
'Chainsaw Versus the Pampas Grass'
'From the Journal of Disappointed Man'
'History

Skills (students should be able to do):

Drama (Section B)	Prose	Poetry (Section A)	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. Section A AO1 Articulate informed, personal and creative responses to literary texts,	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.	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	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

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 Explore literary texts informed by different interpretations		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.	Explore literary texts informed by different interpretations
Key Learning Outcomes for Drama (students should know): <u>'A Streetcar Named Desire'</u> • To understand the play, its key themes and the key ideas expressed by the playwright • To analyse methods and explore the different methods the playwright uses to address key ideas • To understand the context of production and how this has informed the playwright's production of the text • To understand the context of reception and how this may inform the different ways in which different audiences might receive the text <u>'Othello'</u> • To understand the play, its key themes and the key ideas expressed by the playwright	Key Learning Outcomes for Prose (students should know): • To understand the novels and the key ideas being expressed by the authors • To analyse the writers' methods and explore the different ways in which they address key ideas • To understand the context of production and how this has informed the authors' production of the texts • To understand the context of reception and how this may inform the different ways in which different readers may receive the text • To compare the two texts, exploring similarities and differences between the authors' ideas and methods	Key Learning Outcomes for Poetry - Section A (students should know): • To understand the different poems and the key ideas being expressed by the poets • To begin to analyse unseen poems and consider connections that may be made with the taught poems • To analyse the poets' methods and explore the different ways in which they address key ideas Key Learning Outcomes for Poetry - Section B (students should know): • To understand the different poems and the key ideas being expressed by the poets • To analyse the poets' methods and explore the different ways in which they address key ideas • To understand the context of production and how this has	Key Learning Outcomes for Coursework (students should know): • To understand the novels and the key ideas being expressed by the authors • To analyse the writers' methods and explore the different ways in which they address key ideas • To understand the context of production and how this has informed the authors' production of the texts • To understand the context of reception and how this may inform the different ways in which different readers may receive the text • To compare the two texts, exploring similarities and differences between the authors' ideas and methods

• To analyse methods and explore the different methods the playwright uses to address key ideas • To understand the context of production and how this has informed the playwright's production of the text • To understand the context of reception and how this has informs the way in which different audiences may receive the text • To read critical essays and to evaluate these to then determine own argument of text		informed the poet's production of the poems • To understand the context of reception and how this may inform the different ways in which different readers might receive the poems	• To explore the different interpretations around both texts and to evaluate these to begin to develop personal argument for both texts

Assessments to cover:

Autumn 1

- Essay for poetry – 'Poems of the Decade'
- Essay for poetry – Rossetti

Autumn 2

- Essay for Drama
- Essay for Prose

Spring 1

- Complete exam paper for 'Othello'
- Complete exam paper for Prose
- Complete exam paper for Poetry

Summer 1

- Complete exam paper for 'Othello'
- Complete exam paper for Prose
- Complete exam paper for Poetry

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

Teacher 1 and Teacher 2 teach the course parallel to one another. This is to ensure that at all times 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 spend this year finishing coursework, the final draft will be due week beginning Autumn term 2, after which students will begin revising the prose texts studied in Year 12 and interleaving with the new teaching of poetry from Christina Rossetti anthology of selected poems. Rossetti's poetry explores themes such as the fallen woman, religion, temptation and sin – themes which link in with the prose texts (unit entitled women and society). The teacher will also use Autumn 2 to interleave the redrafting of students' coursework essays through, home learning, for any students who need to boost their grade – this is a great way for students to further develop their essay-writing skills, their understanding of the assessment objectives and their ability to be critical and evaluative. The final draft of the coursework will be submitted by the end of the Autumn term. Revision of prose and teaching of Rossetti will resume until the end of Spring 1.

Teacher 2

Teacher 2 will begin the teaching of 'Othello' – students should have a more secure awareness of assessment objectives 1, 2 and 3 as they would have focused on these in their study of 'A Streetcar Named Desire' – alongside Critical Anthology. The anthology consists of different critics who have commented on the play – this is provided by the exam board and supports the teaching of assessment objective 5. This will coincide with Teacher 1, 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 from year 12 (A street car named desire) and interleave the teaching of the remaining 10 poems of the decade. The teacher will also ensure anthology poems are all compared 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.
- Attend theatre productions of their drama texts.
- Sign up to and read topical articles from the Literature Review.
- Read up on critical theory (Marxism, feminism, structuralism, historicist, & psychoanalytical theory)
- Read other texts by Khaled Hosseini, Thomas Hardy & Tennessee Williams
- Research historical context and watch documentaries on social and political movements in 1920s America, impact of the WW1, roaring 20s and the stock market crash.
- Research the history of Afghanistan and the ongoing battle between maintaining its cultural identity and the threat of modernity.

- Read poems by female Victorian poets: Elizabeth Barret Browning, Felicia Hemans & Letitia Elizabeth Landon - contemporaries of Rossetti.