

# Chellaston Academy

English	Year 13 English Literature Curriculum
<p><b>Intent</b></p> <p>We aim to deliver a Year 13 GCSE English Literature curriculum which is accessible to all students, irrespective of starting points, where students will thrive on their love of learning. Students will build confidence and demonstrate an ability to evaluate the world around them through examining a range of literary and non-literary texts. We will provide opportunities for an enriched understanding and appreciation of our literary heritage and cultural diversity. This should lead to a respect for all through a deeper compassion and empathy with different identities. Through exposure to different texts, students will develop a critical mindset which will engender an appreciation of the wider world and learning outside of English.</p>	
<p><b>Implementation</b></p> <p>We want to develop independent learners; students will discover how to establish a personal line of enquiry and how to equip themselves with the skills which build resilience. We will give students the opportunity to work on their own, in pairs and in groups. We expect students to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in their development as readers and writers, ensuring learning is differentiated to enable all students to make excellent progress. Clear and precise communication skills are important to us and will become more refined as students grow in confidence. We will use agreed pedagogy to help students craft their responses to texts and become fluent readers. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be developed through retrieval practice and knowledge organisers.</p>	
<p><b>Impact</b></p> <p>A strong grasp of English will enable students to succeed in later life and we envisage them having a thorough understanding of how the curriculum links to potential future careers. We will enable our students to be the best versions of themselves through understanding and appreciating differences in others. Regular assessments will continue to take place in Year 13 to check on students' progress. These will identify where students are experiencing success and where the curriculum may need to be adjusted. Students will move into their next phase in life be it University or an Apprenticeship as more confident readers and writers who have made good progress towards their end of Key Stage academic targets.</p>	
<p><b>Links to prior learning</b></p> <p>The Year 13 English Literature curriculum builds on the skills learned in Year 12 English Literature by consolidating and reinforcing academic writing skills and analytical skills. Students are exposed to a range of new authors from a range of literary settings and backgrounds but can draw on previous knowledge from the elements of crime in Year 12. The Tragedy element at Year 13 is new content but the methods of approaching a text remain similar. Students will build on their understanding of characterisation and plot and will continue to show their analytical skills through an exploration of the writers' purpose. The use of academic verbs will be continue to be further broadened to allow for a more nuanced and sophisticated examination. Students will continue to approach analysis holistically.</p>	
<p><b>Links to future learning</b></p> <p>The Year 13 English Literature curriculum directly introduces students to A Level material in preparation for their forthcoming exams at the end of the course. Students will cover the whole of Paper 1 and complete any outstanding NEA. They will learn to delve deeper into a text and will secure their subject knowledge through exposure to new terms and new content so that their analysis can be deepened and their essay writing skills can be refined. Students will become accustomed to spaced retrieval activities throughout the 2 year course so that knowledge can be embedded while skills are being developed. The set texts range from Pre 19<sup>th</sup> Century Literature to 21<sup>st</sup> Century Literature and this allows for students to be exposed to a breadth of texts. This links across the wider curriculum as students will be engaging with a range of texts in History and they are able to make contextual links across the subjects. The added layer of Critical theory and perspectives helps for students to become more evaluative in their observations as they see any given text through a range of critical lenses.</p>	
<p><b>Links to other subjects and the wider curriculum</b></p> <p>The Year 13 English Literature curriculum links to other subjects through developing a broad awareness and understanding of the wider curriculum. Development of literacy will support the study of other text-based subjects. Study of historical novels and world texts will support an understanding of chronology and appreciation of different countries and cultures. We will build on written skills and oracy through all schemes of work and encourage students to critically question and interpret information available to them. Students are exposed to some sensitive themes which include suicide, sexual abuse and murder and this means a delicate approach is needed to deal with these topics.</p>	

## Topics

<p><b>Autumn 1 –Introduction to Tragedy and Conventions, Othello and Death of a Salesman</b></p>		<p><b>Home Learning</b></p>	
<p><b>Reading</b> Structure Language Exploration of form Context Links Genre Conventions</p>	<p><b>Academic Writing</b> Introduction to the AOs Academic verb choices Authorial voice and intent Context and how to apply it effectively</p>	<p>Knowledge organisers to embed content from the relevant texts.</p> <p>Revision activities on linked quotations</p> <p>Quotation Drills</p> <p>AudioPi</p>	
<p><b>Learning content:</b> Students are introduced to the Tragedy genre by both teachers for the first fortnight. This helps to establish a link between the partner teachers and for the students to see that these conventions are the root of Paper 1 and that everything is hinged onto this learning.</p>			
<p><b>Teacher 1:</b> Students begin to read Othello. This text has the heaviest weighting as it is worth 66% of Paper 1. Students will examine motifs and patterns across a large text and consider viewpoints from the characters concerned. New subject terminology will be introduced and students will be taught how to annotate effectively. Revision begins almost immediately as killer quotes are identified and students will be shown how to use them. Students will be introduced to wider contextual knowledge where they will build on that from KS3 and KS4. Students will be invited to explore text through both a Post Colonial lens and a Feminist lens.</p>			
<p><b>Teacher 2:</b> Students will be shown how to use their new knowledge of crime conventions when exploring Death of a Salesman. Students will be taught new terminology specific to that of a play and will be asked to think about the differences between Shakespeare and Miller from the offset. They will not be comparing these texts but need to know how the conventions of tragedy work differently in literary texts. Students will deal with the sensitive topics of suicide and the impact of an oppressive state on those who live under it.</p>			
<p><b>Assessment</b> Analytical paragraphs on the 2 crime texts.</p> <p>Completion of any outstanding NEAs.</p>			
<p><b>Wider curriculum</b></p>			
<p>Literacy <i>Reading/writing skills</i></p>	<p>Numeracy <i>Charts for plotting</i></p>	<p>British Values <i>Current affairs, opinion</i></p>	<p>Employability <i>Organising content, communication, tone and style</i></p>
<p>SMSC <i>Texts from different genres, backgrounds and experiences</i></p>	<p>Cultural Capital <i>Historical fiction</i></p>	<p>Character Education <i>Independence resilience in writing and editing</i></p>	<p>Personal Development</p>
<p><b>Autumn 2 – Othello and Death of a Salesman</b></p>		<p><b>Home Learning</b></p>	
<p><b>Reading</b> Structure Language Exploration of form Context Links Genre Conventions</p>	<p><b>Writing</b> Introduction to the AOs Academic verb choices Authorial voice and intent Context and how to apply it effectively</p>	<p>Knowledge organisers to embed content from the relevant texts.</p> <p>Revision activities on linked quotations</p> <p>Quotation Drills</p>	

<p><b>Learning Content:</b></p> <p>Students continue with their two texts. Students will continue to develop the examination of motifs and patterns across these texts and consider viewpoints from the characters concerned. New subject terminology will be embedded and students will be expected to show their annotation and note taking skills a little more independently. Revision strategies will continue as more killer quotes are identified and students will have to start to make expert choices as to how they'll be used. They'll have to show their evaluative skills as mature and sophisticated decisions are made regarding quotations; students start to engage in their own learning and demonstrate subject knowledge.</p> <p>Teacher 2: Knowledge retrieval of the crime texts to take place.</p> <p>Both teachers will prepare students for the PPE. Both Othello questions to be answers and Section on Death of a Salesman but not Keats.</p>			AudioPi
<p><b>Assessment</b> Formal PPE: Paper 1 without Keats section</p>			
<p><b>Wider curriculum</b></p>			
<p>Literacy <i>Reading/writing skills</i></p>	<p>Numeracy <i>Location of line numbers</i> <i>Multiple choice revision</i></p>	<p>British Values <i>Applying knowledge of law and how society has changed</i></p>	<p>Employability <i>Organising ideas and responses, clear communication, empathy skills</i></p>
<p>SMSC <i>Exploring viewpoints and experiences from different cultures and centuries</i></p>	<p>Cultural Capital <i>Prose over the centuries – Golden Age to 21<sup>st</sup> Century</i></p>	<p>Character Education <i>Independent opinion and written response</i></p>	<p>Personal Development <i>Forming a wider understanding of the world</i></p>

<p><b>Spring 1 – Keats’ Poetry (La Belle Dame Sans Merci, Isabella and the Pot of Basil, Lamia and The Eve of St Agnes)</b></p>		<p><b>Home Learning</b> Research tasks to explore social, economical and personal values between the 19<sup>th</sup> and 20<sup>th</sup> Century.</p> <p>Knowledge organisers to embed content from the relevant poems.</p> <p>Revision activities on linked quotations</p> <p>Quotation Drills</p> <p>AudioPi</p>	
<p><b>Reading</b> Structure Language Exploration of form Context Links and Comparisons Genre Conventions Evaluation</p>	<p><b>Writing</b> Introduction to the AOs Academic verb choices Authorial voice and intent Context and how to apply it effectively</p>	<p><b>Learning Content:</b> Students continue with their understanding of crime but this time, they apply that knowledge to a range of poems. Tier 3 vocabulary will be revised from Year 12, specific to analysis of poetry and this will be embedded through the development of the Quotation Drills. Students will be making links across the poems and across the selection of poetry with the play. Evaluation skills will be heightened as students will be exposed to statements that make them examine a text critically. There are opportunities to link this to modern life and context and students will be encouraged to reflect on this. Motifs will be built on and knowledge from the prior content of the course will be developed.</p> <p>Teacher 1 will complete any outstanding work on Othello while Teacher 2 delivers the above poems.</p>	
<p><b>Assessment</b> Students complete an assessment per poem which is a low stakes knowledge test. Each section of the assessment deals with a single assessment objective and students build on their knowledge of the importance of each and the weighting.</p>			
<p><b>Wider curriculum</b></p>			
<p>Literacy <i>Reading/writing skills</i></p>	<p>Numeracy <i>Use of T-Bar comparison charts, Venn diagrams</i></p>	<p>British Values <i>Research to society progression between centuries</i></p>	<p>Employability <i>Forming opinions Selecting and synthesising information</i></p>
<p>SMSC <i>Explore, emphasise and form opinions to change in society</i></p>	<p>Cultural Capital <i>Awareness to and change in society and culture</i></p>	<p>Character Education <i>Widening and shaping values</i></p>	<p>Personal Development <i>Forming and becoming confident in strong opinions</i></p>

<p><b>Spring 2 – Knowledge Retrieval of Crime Texts (2 Weeks) and Essay Writing Practise</b></p>		<p><b>Home Learning</b> Knowledge organisers to embed content from the relevant texts.</p> <p>Revision activities on linked quotations</p> <p>Quotation Drills</p> <p>AudioPi</p>	
<p><b>Reading</b> Structure Language Exploration of form Context Links and Comparisons Genre Conventions Evaluation</p>	<p><b>Writing</b> Introduction to the AOs Academic verb choices Authorial voice and intent Context and how to apply it effectively</p>		

<p><b>Learning Content:</b>  <b>Teacher 1:</b>  When Will There Be Good News and Crime Poetry  Othello</p> <p><b>Teacher 2:</b>  The Murder of Roger Akroyd, Unseen Crime  Death of a Salesman and Keats' Poetry</p> <p><b>Teacher 1 and 2:</b>  Both teachers to use the same revision strategies and knowledge retrieval techniques to prepare students for the final exams. At this point, the subject teachers will work together to create a bespoke programme of study for the students to follow. This will be published to students and parents.</p>			
<p><b>Assessment</b> Low stakes assessments completed throughout this half term. Weekly essays to be written in line with the programme of study.</p> <p>Possible PPE Preparation and WTM</p>			
<p><b>Wider curriculum</b></p>			
<p>Literacy <i>Reading/writing skills</i></p>	<p>Numeracy</p>	<p>British Values <i>Grasp of law and expectations of society</i></p>	<p>Employability <i>Written communication</i></p>
<p>SMSC <i>Explore and form opinions</i></p>	<p>Cultural Capital <i>Awareness of influences in society</i></p>	<p>Character Education <i>Creating a strong opinion and identity</i></p>	<p>Personal Development <i>Listening to and valuing others</i></p>

<p><b>Summer 1 – Knowledge Retrieval and Essay Writing Practise</b></p>		<p><b>Home Learning</b>  Individual class teachers will set revision tasks as appropriate to support learning.</p> <p>This can include past papers, model writing, quizzes via firefly and pre-selected YouTube videos.</p>
<p><b>Reading</b>  Structure  Language  Exploration of form  Context  Links and Comparisons  Genre  Conventions  Evaluation</p>	<p><b>Writing</b>  Introduction to the AOs  Academic verb choices  Authorial voice and intent  Context and how to apply it effectively</p>	
<p><b>Learning Content:</b>  <b>Teacher 1:</b>  When Will There Be Good News and Crime Poetry  Othello</p> <p><b>Teacher 2:</b>  The Murder of Roger Akroyd, Unseen Crime  Death of a Salesman and Keats' Poetry</p> <p><b>Teacher 1 and 2:</b>  Both teachers to use the same revision strategies and knowledge retrieval techniques to prepare students for the final exams. At this point, the subject teachers will work together to create a bespoke programme of study for the students to follow. This will be published to students and parents.</p>		
<p><b>Assessment</b> Weekly set essays and knowledge retrieval quizzes</p>		
<p><b>Wider curriculum</b></p>		

Literacy <i>Reading strategies</i>	Numeracy <i>Preparing for timed conditions</i>	British Values	Employability <i>Preparations, revision and performing in timed conditions</i>
SMSC	Cultural Capital	Character Education	Personal Development <i>Independent revision</i>

<p><b>Summer 2 – Exam Season</b></p> <p><b>Reading</b></p> <p><b>Writing</b></p> <p><b>Learning Content:</b> Students will spend their final week planning outstanding potential questions for the final exams.</p>	<p><b>Home Learning</b></p> <p>Knowledge organisers to embed content from the relevant texts.</p> <p>Revision activities on linked quotations</p> <p>Quotation Drills</p> <p>AudioPi</p>
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<b>Assessment</b> Exam Season			
<b>Wider curriculum</b>			
Literacy <i>Reading and Writing skills</i>	Numeracy	British Values	Employability <i>Preparations, revision and performing in timed conditions</i>
SMSC	Cultural Capital	Character Education	Personal Development <i>Independent revision</i>