

English Y13 curriculum map						
Dates	Autumn term 1 Teacher 1	Autumn term 1-2 - Spring 1 Teacher 2	Autumn term 2-Spring 1 Teacher 1	Spring term 2 Teacher 1	Summer term 1 Teacher 2	Summer term 1 Teachers 1-2
Focus	Comparative Coursework	<i>Hamlet</i> : Paper 1, Drama	John Donne: Paper 3, Poetry	Contemporary and Unseen Poetry and <i>Streetcar</i> revision: Paper 3, Poetry and Paper 1, Drama	Prose Revision: Paper 2 - <i>The Handmaid's Tale</i> and <i>Frankenstein</i>	Revision of all units
Key Knowledge	<p>Students will ...</p> <ul style="list-style-type: none"> -Understand the content of the two novels -Explore how the context of the novels inspired the authors and helped to shape their meaning -Understand the connections and differences between the two novels -Have a secure grasp of a range of key language and structural features -Understand how writers craft their style using a range of techniques 	<ul style="list-style-type: none"> -Students will study aspects of the form of drama through reading and analysing Shakespeare's <i>Hamlet</i>. - Students will need to explore the use of literary and dramatic devices and the shaping of meanings in <i>Hamlet</i>. Teaching and wider reading should address the significance and influence of contextual factors on the chosen play. - Students must also be able to engage with different interpretations of <i>Hamlet</i>. 	<p>Students will study the poetry of John Donne and understand the social, historical, religious and biographical context of the poet and his work.</p> <p>Students will need to analyse the poems closely in preparation for part B of the poetry examination (1 hour question)</p> <p>Total marks for Poetry exam is 60 marks (30 marks for Section A and 30 marks for Section B)</p> <p>Poetry exam= 30% of total qualification</p> <p>Assessment Objectives:</p>	<p>Students will...</p> <ul style="list-style-type: none"> -Become competent in comparing two contemporary poems (one unseen and one studied from the anthology), recognising and analysing meaning, emotion and the methods the poet uses to deliver their message. 	<p>Students will ...</p> <ul style="list-style-type: none"> -Revise the content of the two novels -Revise how the context of the novels inspired the authors and helped to shape their meaning -Revise the connections and differences between the two novels -Have a secure grasp of a range of key language and structural features -Have a secure grasp how writers craft their 	

	<p>- Students must also be able to engage with different interpretations of the novels.</p>		<p>AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO2 Analyse ways in which meanings are shaped in literary texts</p> <p>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>-Students will study the a range of poems by John Donne and understand the context relevant to each one.</p>		<p>style using a range of techniques</p>	
Key Skills	<p>-Creating personal responses to texts</p> <p>-Writing accurately, using subject terminology</p> <p>-analysing language, structure and form for two A Level texts</p> <p>- Exploring historical and social context</p>	<p>AO1: Articulate informed, personal and creative responses to Shakespeare's <i>Hamlet</i>, using associated concepts and terminology, and coherent, accurate written expression</p>	<p>-Analysing the language, form and structure used by poets to create meanings and effects.</p> <p>-Developing a critical essay style</p> <p>- Understand and be able to integrate relevant contextual factors into</p>	<p>-Identification of poetic techniques</p> <p>--Examination and analysis of poems</p> <p>-Analytical Writing applied to poetry</p> <p>-revision of poems studied</p>	<p>-Creating personal responses to texts</p> <p>-Writing accurately, using subject terminology</p> <p>-Revising the analysis of language, structure and form for two A Level texts</p>	

	<p>- Comparing the two texts</p>	<p>AO2: Analyse ways in which meanings are shaped in <i>Hamlet</i>.</p> <p>AO3: Demonstrate understanding of the significance and influence of the context of Elizabethan England</p> <p>AO5: Explore critics of Shakespeare and <i>Hamlet</i></p>	<p>their responses e.g:</p> <ul style="list-style-type: none"> - Renaissance - wit, conceit, metaphysical and context - use of paradox - microcosm and macrocosm <p>KEY CONCEPTS:</p> <p>A Petrarchan sonnet, which is the basic Italian form, is grouped into two stanzas. The first is known as an octave and is eight lines long. The second stanza is known as the sestet and is six lines long. A Petrarchan sonnet's rhyme scheme is ABBAABBA and CDECDE.</p> <p>A Shakespearean sonnet, the basis for English sonnets, is grouped into four stanzas, the first three stanzas, called quatrains, are four lines long and the final stanza is a couplet. A Shakespearean sonnet follows the rhyme scheme of ABAB, CDCD, EFEF and GG.</p>	<p>on the course and how to compare these to an unseen poem</p> <p>-How analyse an unseen poem</p>	<ul style="list-style-type: none"> - Revising historical and social context - Revising the comparison of the two texts 	
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			<p>A Spenserian sonnet is similar in structure to a Shakespearean sonnet but uses the rhyme scheme of ABAB, BCBC CDCD and EE.</p> <p>Volta - a strict convention that a shift in thought, called a volta, occurs between the octet and the sestet in a Petrarchan sonnet. This is a convention that often occurs in a Shakespearean or Spenserian sonnet between the second and third stanzas. This means that whenever you study a sonnet you should be on the lookout for the volta.</p> <p>- style and personal response to the poems.</p> <p>-Using textual references, including quotations, to support and illustrate interpretations.</p>			
GEM task	Past examination questions.	Exam: One essay question from a choice of two on their	Exam style comparison of two key poems	Past examination questions.		Past examination questions.

		studied drama text (35 marks)			
Ongoing assessment	Ongoing targeted marking focusing on AOs 1-4.	Ongoing targeted marking of drafts of essays on <i>Hamlet</i>	Ongoing targeted marking of drafts of essays on John Donne <i>poems</i>	Ongoing targeted marking X2	Ongoing targeted marking focusing on AOs 1-4.
Homework	Article reading Re-reading of texts Practice essays				