**Gateacre English Department Year 13 EDUQAS A level English Literature Curriculum 2022/23**

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|  | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
| Syllabus Element | **Teacher 1:** **Component 1, section A****Poetry pre-1900**Geoffrey Chaucer*, The Merchant’s Prologue & Tale***Teacher 2: Component 2, Section A: Drama**William Shakespeare, King Lear**Component 4 NEA support** **Teacher 3: Component 4 NEA Prose Study Plan & Research***The Remains of the Day,* Kazuo Ishiguro*Atonement,* Ian McEwan | **Teacher 1: Component 1, section A****Poetry pre-1900**Geoffrey Chaucer*, The Merchant’s Prologue & Tale***Teacher 2: Component 2, Section A: Drama***William Shakespeare, King Lear***Component 4 NEA support****Teacher 3: Component 4 NEA Prose Study Draft***The Remains of the Day,* Kazuo Ishiguro*Atonement,* Ian McEwan | **Teacher 1:** **Component 1, section A****Poetry pre-1900**Geoffrey Chaucer*, The Merchant’s Prologue & Tale***Teacher 2: Component 2, Section A: Drama**William Shakespeare, *King Lear***Component 4 NEA support****Teacher 3: Component 4 NEA Prose Study re-draft***The Remains of the Day,* Kazuo Ishiguro*Atonement,* Ian McEwan | **Teacher 1:** **Component 1 – revision and exam technique****Component 3 Section B: Unseen poetry****Teacher 2:** **Component 2 – revision and exam technique****Component 3, *Section A: Unseen prose*****Teacher 3: Component 4 NEA Prose Study edit and submit***The Remains of the Day,* Kazuo Ishiguro*Atonement,* Ian McEwan | **Teacher 1:** **Component 1 – revision and exam technique****Component 3, *Section B: Poetry*****Teacher 2:** **Component 1 – revision and exam technique****Component 3, *Section A: Unseen prose*****Teacher 3: Component 3 support** | **Teacher 1:** **Revise and review Component 1****Teacher 2:** **Revise and review Component 2****Teacher 3****Revise and review Component 3** |
| Knowledge | * Knowledge of how meanings are shaped in poetry and drama texts and the ways writers adapt structure, form and language in poetry for effect
* Knowledge of the cultural and contextual influences on readers and writers
* A range of literary concepts and terminology
* The principles and conventions of drama and dramatic verse
* Different interpretations of literary texts, including, where relevant, critical interpretation.
* Quotations from and references to texts and sources
* Academic style and register
* the significance of different cultural and contextual influences in relation to texts.
* The principles and conventions of drama and dramatic verse
* Different interpretations of literary texts, including, where relevant, critical interpretation.
 | * Knowledge of how meanings are shaped in poetry and drama texts and the ways writers adapt structure, form and language in poetry for effect
* Knowledge of the cultural and contextual influences on readers and writers
* A range of literary concepts and terminology
* The principles and conventions of drama and dramatic verse
* Different interpretations of literary texts, including, where relevant, critical interpretation.
* quotations from and references to texts and sources
* Academic style and register
* the significance of different cultural and contextual influences in relation to texts.
* The principles and conventions of drama and dramatic verse
* Different interpretations of literary texts, including, where relevant, critical interpretation.
 | * Knowledge of how meanings are shaped in poetry, drama & prose texts and the ways writers adapt structure, form and language in poetry for effect
* Knowledge of the cultural and contextual influences on readers and writers
* A range of literary concepts and terminology
* The principles and conventions of drama and dramatic verse
* Different interpretations of literary texts, including, where relevant, critical interpretation.
* quotations from and references to texts and sources
* Academic style and register
* Knowledge and understanding of ways in which texts relate to one another and to literary traditions, movements and genres;
* the significance of different cultural and contextual influences in relation to texts.
 | * Knowledge of how meanings are shaped in poetry, drama & prose texts and the ways writers adapt structure, form and language in poetry for effect
* Knowledge of the cultural and contextual influences on readers and writers
* A range of literary concepts and terminology
* The principles and conventions of drama and dramatic verse
* Different interpretations of literary texts, including, where relevant, critical interpretation.
* quotations from and references to texts and sources
* Academic style and register
* Knowledge and understanding of ways in which texts relate to one another and to literary traditions, movements and genres;
* the significance of different cultural and contextual influences in relation to texts.
* Conventions of referencing and bibliography writing.
 | * Knowledge of how meanings are shaped in poetry, drama & prose texts and the ways writers adapt structure, form and language in poetry for effect
* Knowledge of the cultural and contextual influences on readers and writers
* A range of literary concepts and terminology
* The principles and conventions of drama and dramatic verse
* Different interpretations of literary texts, including, where relevant, critical interpretation.
* quotations from and references to texts and sources
* Academic style and register
* Knowledge and understanding of ways in which texts relate to one another and to literary traditions, movements and genres;
* the significance of different cultural and contextual influences in relation to texts;
* Relevant thematic, contextual and stylistic connections and contrasts.
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| Skills | The ability to:* to read texts in a variety of ways and respond critically and creatively;
* communicate fluently, accurately and effectively knowledge, understanding and judgement of texts;
* use literary critical concepts and terminology with understanding and discrimination;
* explore comparisons and contrasts between texts, establishing links and relationships;
* identify and consider how attitudes and values are expressed in texts;
* show understanding of the cultural and contextual influences on readers and writers;
* draw understanding of different interpretations in responding to and evaluating texts;
* adopt a clear and appropriate academic style and register;
* use quotations and references accurately from texts and sources.
* apply knowledge of literary analysis to individual, autonomous academic research for NEA
* pursue wider reading;
* undertake independent and sustained study of literary texts;
* undertake research in exploring contextual factors that have helped shape the production and reception of texts, including literary traditions of texts;
* Select material that is culturally, personally and academically relevant;
* research other interpretations of texts.
 | The ability to:* to read texts in a variety of ways and respond critically and creatively;
* communicate fluently, accurately and effectively knowledge, understanding and judgement of texts;
* use literary critical concepts and terminology with understanding and discrimination;
* explore comparisons and contrasts between texts, establishing links and relationships;
* identify and consider how attitudes and values are expressed in texts;
* show understanding of the cultural and contextual influences on readers and writers;
* draw understanding of different interpretations in responding to and evaluating texts;
* adopt a clear and appropriate academic style and register;
* use quotations and references accurately from texts and sources.
* apply knowledge of literary analysis to individual, autonomous academic study for the NEA
* reading;
* undertake independent and sustained study of literary texts;
* Select material that is culturally, personally and academically relevant;
* research other interpretations of texts.
 | The ability to:* to read texts in a variety of ways and respond critically and creatively;
* communicate fluently, accurately and effectively knowledge, understanding and judgement of texts;
* use literary critical concepts and terminology with understanding and discrimination;
* explore comparisons and contrasts between texts, establishing links and relationships;
* identify and consider how attitudes and values are expressed in texts;
* show understanding of the cultural and contextual influences on readers and writers;
* draw understanding of different interpretations in responding to and evaluating texts;
* adopt a clear and appropriate academic style and register;
* use quotations and references accurately from texts and sources.
* use quotations and references accurately from texts and sources
* Review and redraft
* reading;
* undertake independent and sustained study of literary texts;
* Select material that is culturally, personally and academically relevant;
* research other interpretations of texts.
 | The ability to:* to read texts in a variety of ways and respond critically and creatively;
* communicate fluently, accurately and effectively knowledge, understanding and judgement of texts;
* use literary critical concepts and terminology with understanding and discrimination;
* explore comparisons and contrasts between texts, establishing links and relationships;
* identify and consider how attitudes and values are expressed in texts;
* show understanding of the cultural and contextual influences on readers and writers;
* draw understanding of different interpretations in responding to and evaluating texts;
* adopt a clear and appropriate academic style and register;
* use quotations and references accurately from texts and sources.
* undertake independent and sustained study of literary texts;
* proof read
* reference sources following academic conventions;
* produce a bibliography.
 | The ability to:* to read texts in a variety of ways and respond critically and creatively;
* communicate fluently, accurately and effectively knowledge, understanding and judgement of texts;
* use literary critical concepts and terminology with understanding and discrimination;
* explore comparisons and contrasts between texts, establishing links and relationships;
* identify and consider how attitudes and values are expressed in texts;
* show understanding of the cultural and contextual influences on readers and writers;
* draw understanding of different interpretations in responding to and evaluating texts;
* adopt a clear and appropriate academic style and register;
* use quotations and references accurately from texts and sources.
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| Teacher assessment | Class discussionShort class room activitiesDetailed annotation of set textsOn-going note taking Regular exam style questions Research and drafting support and feedback for NEA | Class discussionShort class room activitiesDetailed annotation of set textsOn-going note taking Regular exam style questions Drafting feedback support for NEA | Class discussionShort class room activitiesDetailed annotation of set textsOn-going note taking Regular exam style questions Re-drafting support and feedback for NEA | Class discussionShort class room activitiesDetailed annotation of set textsOn-going note taking Regular exam style questions Editing support and feedback for NEA | Class discussionShort class room activitiesDetailed annotation of set textsOn-going note taking Regular exam style questions  |  |
| Interleaving | 5 a-dayAO frameworks and literary terminology | 5 a-dayAO frameworks and literary terminology | 5 a-dayAO frameworks and literary terminology | 5 a-dayAO frameworks and literary terminology | 5 a-dayAO frameworks and literary terminology |  |
| Rationale & sequencing  | Chaucer and Shakespeare are the most challenging texts on the syllabus. The knowledge and skills developed in Y12 provide a foundation in critical literary thinking and analysis that facilitates progression into exploring texts written in Middle and Early Modern English.The written element of the NEA is completed in Y13 to benefit from the maturity and proficiency in academic writing gained over the first year of the course. | Continued development of the application of frameworks for literary analysis and application of literary terminology to older texts written in middle and Early modern English. | Reinforcement of the application of the frameworks for literary analysis and application of literary terminology to older texts written in middle and Early modern English. | Knowledge and skills developed across then course encourage autonomous readership which can now be applied confidently to unseen texts | The final half term focuses on consolidating study skills and exam technique in preparation for the final external examinations..  |  |
| Cultural capital | Knowledge of the literary canonThe role of literature in British and World CulturesExperience of seminal literary texts through reading, film and live performance (where possible)Appreciation of literature as a vehicle for sharing personal experiences and exploring ideas and social issues. | Knowledge of the literary canonThe role of literature in British and World CulturesExperience of seminal literary texts through reading, film and live performance (where possible)Appreciation of literature as a vehicle for sharing personal experiences and exploring ideas and social issues. | Knowledge of the literary canonThe role of literature in British and World CulturesExperience of seminal literary texts through reading, film and live performance (where possible)Appreciation of literature as a vehicle for sharing personal experiences and exploring ideas and social issues. | Knowledge of the literary canonThe role of literature in British and World CulturesExperience of seminal literary texts through reading, film and live performance (where possible)Appreciation of literature as a vehicle for sharing personal experiences and exploring ideas and social issues. | Knowledge of the literary canonThe role of literature in British and World CulturesExperience of seminal literary texts through reading, film and live performance (where possible)Appreciation of literature as a vehicle for sharing personal experiences and exploring ideas and social issues. |  |
| Careers Links | LiteracyEffective communication in writingHigher order thinking skillsRhetorical craftingDeveloping lines of argument – Legal professionsEmpathy | LiteracyEffective communication in writingHigher order thinking skillsRhetorical craftingDeveloping lines of argument – Legal professionsEmpathy | LiteracyEffective communication in writingHigher order thinking skillsRhetorical craftingDeveloping lines of argument – Legal professionsEmpathy | LiteracyEffective communication in writingHigher order thinking skillsRhetorical craftingDeveloping lines of argument – Legal professionsEmpathyEditing and proof reading | LiteracyEffective communication in writingHigher order thinking skillsRhetorical craftingDeveloping lines of argument – Legal professionsEmpathy |  |