

Curriculum Map: Year 13 English Literature

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Components 1 & 3 Drama and Pre-1900 Poetry Component 4 Coursework	Components 1 & 3 Drama and Pre-1900 Poetry Component 4 Coursework	Component 3 Pre-1900 Poetry/ revision of Post-2000 Poetry Component 4 Coursework	Revision of Components 1 & 2 Drama and Prose	Revision of all components as necessary	Formal A-Level Exams/ End of Course
Intent	To become active, engaged readers of literary texts, covering a range of forms and contexts.	To become active, engaged readers of literary texts, covering a range of forms and contexts.	To become active, engaged readers of literary texts, covering a range of forms and contexts.	To confidently and accurately articulate ideas, using key terminology and concepts.	To confidently and accurately articulate ideas, using key terminology and concepts.	
Key Knowledge	How playwrights use dramatic forms. How contexts influence meanings. Author's purposes and methods.	How playwrights use dramatic forms. How contexts influence meanings. Author's purposes and methods.	Genre features and poetic conventions. How writer adapt language, form and structure to shape meaning.	Genre features and conventions of prose fiction. How texts can be grouped and compared.	How writers adapt language, form and structure across a range of contexts to shape meaning.	
Key Skills	Engage with critical interpretations, evaluate texts, use literary concepts and terminology.	Engage with critical interpretations, evaluate texts, use literary concepts and terminology.	Critically evaluate texts, use literary concepts and terminology, engage with critical interpretations.	Explore how attitudes and values are expressed in texts. Use literary concepts and terminology.	Accurately engage with how writer shape meanings in texts, expressing personal responses.	
Key Vocabulary	Tragedy Form Dramatic devices Poetic devices	Tragedy Form Dramatic devices Poetic devices	Form Poetic devices	Narrative structure Tragedy Naturalistic & Expressionistic Theatre	Form Generic conventions Narrative Structure	
Key Reading	Hamlet Shakespeare Critical Anthology Selected Poems: Rossetti	Hamlet Shakespeare Critical Anthology Selected Poems: Rossetti	Selected Poems: Rossetti Poems of the Decade Anthology	Beloved The Picture of Dorian Gray A Streetcar Named Desire	All texts from Components 1, 2 & 3	
End Point	How Shakespeare and Rossetti's methods shape meanings. How contexts influence texts.	How Shakespeare and Rossetti's methods shape meanings. How contexts influence texts.	How writers adapt poetic forms and generic conventions to shape meaning in texts.	How texts are linked and can be compared across different forms and contexts.	How all writers adapt form, language and structure to shape meaning. How contexts influence texts.	
Form of Assessment	Two practice essays per teacher plus one timed mock in class. Coursework proposal.	Two practice essays per teacher plus one timed mock in class. First draft of coursework.	Two practice essays per teacher plus one timed mock in class. Final draft of coursework.	Two practice essays per teacher plus one timed mock in class.	Exam practice as necessary for each teacher.	
Enrichment Opportunities	Student enrichment opportunities include theatre trips to watch live productions of set texts (subject to availability of the chosen texts); watching film and theatre productions of set texts, analysing the ways in which screenwriters and directors have interpreted written texts; watching or participating in online conferences with university lecturers; discussions with BVGA Alumni regarding future aspirations and opportunities; wider reading of established and modern authors as part of the pre-reading for the coursework component.					
Leadership Opportunities	Student leadership opportunities include participating in class and group discussions; presenting on a key theme, idea or character from the set text; leading class discussion having completed pre-reading and prepared notes for homework; being a Subject Ambassador who supports teachers and other students, promoting a love of the subject and wider reading across the school; being a role model by positively promoting the subject to KS4 students to help grow uptake at KS5; being a Reading Ambassador who supports the reading progression of younger students and mentoring Y12 students to support them with coursework text choices as they progress from Y12 to Y13.					

