



## Year 13 English Literature Curriculum Map

<b>Overview</b>	In Year 13, students study the remaining texts from both exam papers and also complete their second NEA. Students continue to develop their analysis skills and practice essay writing skills, including with a mock exam. Students then revise all texts and key elements ahead of their end of year exams.					
<b>Year 13</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Paper 2B: Elements of social and political protest writing – A Doll’s House	Non Examination Assessment - prose	Mock exam preparation Paper 1B: Aspects of Comedy – Small Island	Revision and Non Examination Assessment completion	Exam preparation	
<b>Knowledge</b>	Revision of the key elements of political and social protest writing.  Introduction to the play, character and themes.  Engagement with theorists, critical theory and context.  Revision of essay writing skills.	Increased work on developing language analysis and discussing authorial intention and methods.  Increased engagement with theorists, critical theory and context.  Revision of independent study and language analysis.  Revision of intertextuality and applying to essays.	Revision of the key elements of comedy.  Introduction to the novel, character and themes.  Engagement with theorists, critical theory and context.  Continued development of essay writing skills.	Revision of all texts studied for Paper 1B and 2B.  Feedback given for NEA assessments and editing process.	Revision of all texts studied for Paper 1B and 2B.  Essay/exam practice and refining of exam skills, including paper timing.	
<b>Skills</b>	Engagement with the debate set up in tasks.  Understanding of the	Understanding of authorial methods in relation to the task.  Appropriate use of	Understanding of the significance of relevant contexts in relation to the task.	Perceptive and confident engagement with the debate set up in the task.  Perceptive exploration of	Perceptive and confident engagement with the debate set up in the task.  Perceptive exploration of	

	<p>significance of relevant contexts in relation to the task.</p> <p>Understanding of authorial methods in relation to the task.</p> <p>Appropriate use of literary critical concepts and terminology.</p> <p>Engagement with how meanings are shaped by the author's methods used.</p>	<p>literary critical concepts and terminology.</p> <p>Engagement with how meanings are shaped by the author's methods used.</p> <p>Understanding of the significance of relevant contexts in relation to the task.</p> <p>Exploration of connections across literary texts arising out of generic study.</p>	<p>Understanding of authorial methods in relation to the task.</p> <p>Appropriate use of literary critical concepts and terminology.</p> <p>Engagement with how meanings are shaped by the author's methods used.</p>	<p>connections across literary texts arising out of generic study.</p> <p>Perceptive understanding of the significance of relevant contexts in relation to the task.</p> <p>Perceptive understanding of authorial methods in relation to the task.</p> <p>Perceptive, assured and sophisticated argument in relation to the task.</p>	<p>connections across literary texts arising out of generic study.</p> <p>Perceptive understanding of the significance of relevant contexts in relation to the task.</p> <p>Perceptive understanding of authorial methods in relation to the task.</p> <p>Perceptive, assured and sophisticated argument in relation to the task.</p>	
--	---	--	---	---	---	--