

## Year 13

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn H.Term 1	<b>Teacher 1: A Doll's House</b>  <b>Teacher 2: American Literature 1880-1940</b>	<p>How does Ibsen's literary, historical and social context shape 'A Doll's House'?</p> <p>What are the key themes and ideas in the play and how are these conveyed by Ibsen?</p> <p>How can I respond to a piece of unseen American literature with confidence?</p> <p>How can I integrate my wider contextual knowledge of American Literature to my interpretation of an unseen text?</p>	<ul style="list-style-type: none"> <li>Understanding of the play, its characters, key themes and ideas</li> <li>Knowledge of a range of quotations from memory</li> <li>Knowledge of a range of relevant critical opinions in relation to the play</li> <li>Understanding of wider literary, historical and social contexts with relevance to the play</li> <li>A sense of historical, literary and social overview of America throughout the period 1880-1940</li> <li>Knowledge of texts named in the wider reading list and their key themes and ideas</li> <li>Knowledge of relevant literary terminology</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Through seminar-style discussion of text and wider reading</li> <li>Through analytical essay writing</li> <li>Through individual annotation of unseen texts</li> <li>Through research homework tasks</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Ability to draw relevant connections between text and historical, literary and social context</li> <li>Conceptual understanding</li> <li>Understanding of writer's purpose</li> <li>Ability to apply different critical perspectives to a text</li> <li>Application of relevant literary terminology with accuracy</li> <li>Draw comparisons between texts</li> </ul> <p><b>Assessment point information</b></p> <ul style="list-style-type: none"> <li>OCR exam style essay on 'Unseen American Fiction, 1880-1940'</li> <li>Contention-style essay on A Doll's House</li> </ul>
Autumn H.Term 2	<b>Teacher 1: A Doll's House/Rossetti Selected Poems</b>	How can I draw relevant comparisons between A Doll's House and Rossetti?	<ul style="list-style-type: none"> <li>Knowledge and understanding of both 'A Doll's House' and 'Rossetti – Selected Poems' with increasing understanding of relevant comparisons in terms of ideas and attitudes between texts</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Through seminar-style discussion of text and wider reading</li> <li>Through analytical essay writing</li> <li>Through quizzes on specific chapters</li> </ul>

	<b>Teacher 2:</b> <b>American Fiction, 1880-1940. The Grapes of Wrath and The Great Gatsby</b>	<p>In the light of comparison: How does Steinbeck use language, form and structure to shape meaning in 'The Grapes of Wrath'? How does our knowledge of literary, historical and social context shape our understanding of the text?</p> <p>Students develop the skills of reviewing 'The Great Gatsby' and 'The Grapes of Wrath' in the light of a series of key contentions. Introduce the unseen extracts (transfers to Teacher 1)</p>	<ul style="list-style-type: none"> <li>Context of American Fiction, 1880-1940</li> <li>Wide range of quotations from memory</li> <li>Knowledge of a range of contextual factors which shape our interpretation of the text, including potentially, other works by Steinbeck and wider reading</li> </ul>	<ul style="list-style-type: none"> <li>Through pecha-kucha style presentations</li> <li>Through argumentative 'position papers'</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Ability to draw relevant connections between text and historical, literary and social context</li> <li>Conceptual understanding</li> <li>Understanding of writer's purpose</li> <li>Ability to apply different critical perspectives to a text</li> <li>Application of relevant literary terminology with accuracy</li> <li>Draw comparisons between texts</li> <li>Constructing a convincing written argument</li> </ul> <p><b>Assessment point information</b></p> <ul style="list-style-type: none"> <li>OCR exam style essay on 'Unseen American Fiction, 1880-1940'</li> <li>Contention-style essay on 'A Doll's House' and Selected Poems.</li> </ul>
Spring H.Term 1	<b>Teacher 1:</b> <b>Comparative Coursework supervision</b>	<p>How can I draw apt and detailed comparisons between my choice of poetry collection and novel?</p>	<ul style="list-style-type: none"> <li>Knowledge of own texts</li> <li>How to draw comparisons and how to construct a convincing comparative essay</li> <li>Key terminology</li> <li>Different critical perspectives of chosen texts</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Through individual meetings with allocated coursework supervisor</li> <li>Through draft of coursework piece</li> <li>Seminar style discussion during lessons</li> <li>Presentations on points of comparison between texts</li> </ul>

	<b>Teacher 2:</b> <b>Teacher 2: The Grapes of Wrath and The Great Gatsby</b>	Review all KQs in preparation for the exam How can I draw apt comparisons between The Grapes of Wrath and The Great Gatsby?	<ul style="list-style-type: none"> <li>• Relevant contextual aspects</li> <li>• Knowledge of plot, characters and ideas in 'The Grapes of Wrath' and 'The Great Gatsby'</li> <li>• Detailed knowledge of relevant aspects of literary, historical and social context with relevance to the text</li> <li>• Knowledge of differing critical views of the texts</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>• Developing an independent interpretation of texts</li> <li>• Ability to draw relevant connections between text and historical, literary and social context</li> <li>• Conceptual understanding</li> <li>• Understanding of writer's purpose</li> <li>• Ability to apply different critical perspectives to a text</li> <li>• Application of relevant literary terminology with accuracy</li> <li>• Draw comparisons between texts</li> <li>• Constructing a convincing written argument</li> </ul> <b>Assessment point information</b> Mock examination: <ul style="list-style-type: none"> <li>• OCR exam style essay on 'Unseen American Fiction, 1880-1940'</li> <li>• Contention-style essay on A Doll's House and Selected Poems.</li> <li>• Supervisors feedback on comparative coursework essay</li> </ul>
Spring H.Term 2	<b>Teacher 1: Unseen American Literature/Revision</b>	How can I respond to an unseen American Literature extract with confidence?	<ul style="list-style-type: none"> <li>• A sense of historical, literary and social overview of America throughout the period 1880-1940</li> <li>• Knowledge of texts named in the wider reading list and their key themes and ideas</li> <li>• Knowledge of relevant literary terminology</li> </ul>	<b>How understanding is assessed</b> <ul style="list-style-type: none"> <li>• Through seminar-style discussion of text and wider reading</li> <li>• Through analytical essay writing</li> <li>• Through individual annotation of unseen texts</li> <li>• Through quizzes</li> </ul>

	<b>Teacher 2: Hamlet and American Fiction Revision</b>	How can I meet the requirements of the Hamlet questions at A-level? How have productions and critical responses to Hamlet changed over time?	<ul style="list-style-type: none"> <li>• Confident understanding of all acts and scenes in Hamlet and American Fiction</li> <li>• Detailed analytical knowledge of form, language and structure</li> <li>• Knowledge of how critical reception has changed over time</li> <li>• Detailed knowledge of a range of directorial interpretations and trends in how performances have changed over time</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>• Ability to draw relevant connections between text and historical, literary and social context</li> <li>• Conceptual understanding</li> <li>• Understanding of writer's purpose</li> <li>• Ability to apply different critical perspectives to a text</li> <li>• Application of relevant literary terminology with accuracy</li> <li>• Draw comparisons between texts</li> <li>• Ability to integrate and evaluate different critical perspectives and productions</li> </ul> <b>Assessment point information</b> Contention-style essay on Grapes of Wrath and The Great Gatsby
Summer	<b>Final revision</b>	Teacher discretion	<b>Teacher discretion</b>	<b>Teacher discretion</b>