



Archbishop Beck Catholic College

KS5 Scheme of Work

Year 13 English Literature



Lesson Sequencing	The High 5 lesson : to be used throughout year	HAP further learning opportunities
<p>Literary genres - Aspects of tragedy Othello by William Shakespeare Tess of the d'Urbervilles by Thomas Hardy Death of a Salesman by Arthur Miller</p> <p>Texts and genres - Elements of political and social protest writing The Kite Runner by Khaled Hosseini The Handmaid's Tale by Margaret Atwood Songs of Innocence and Experience by William Blake</p> <p>Theory and independence - NEA - Coursework-Independent study</p>	<p>Consolidation: Review of prior learning including key terminology, focus on valiant vocabulary, conventions of tragedy, key quotations, literary devices, plot based review, discussion and contextual exploration.</p> <p>Modelling: Emphasis on teacher led, whole class led and group based modelling of essay structure, focused evaluation and developing AO2 and AO5.</p> <p>Response and Feedback: Targeted questioning throughout with probing and exploratory tasks, student led discussion to promote oracy skills, dialogic teaching to interpret and evaluate the writer's methods, verbal feedback to whole class and individuals, 'closing the gap' tasks, specific extension tasks, peer improvement tasks, detailed marking of written tasks, next step marking with reference to exam criteria.</p> <p>Challenge: Extension tasks using quote led argument prompts, further use of academic materials, use of past student responses and examiner reports, closing the gap activities, high level terminology required, challenging homework essay tasks, student led presentations. Independent research of contextual issues. Challenge tasks set in response and feedback if appropriate.</p> <p>Independence: Strong emphasis on independent reading, research and annotation each week. Students are encouraged to form independent and nuanced interpretations using further reading opportunities to support this. Coursework is independently produced with students having undertaken their own reading and research with reference to the critical anthology.</p>	<p>Extension</p> <p>Use of Casebook series RSC materials and filmed performance Challenging unseen content Academic articles Further contextual study on conflicts through time, the rise of fascism, gender equality and oppression. Developed research on dystopian fiction and freedom of expression Challenging, argument based responses Further use of critical materials</p>

