

Year 13 Topics

In year 13 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS5 and onward into undergraduate courses.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Poetry – Seamus Heaney Teacher A HT7	Having studied both prose and drama, students now focus on the poetry strand of the course. They will study a selection of poems by Seamus Heaney, and this will build upon the study of poetry at KS3 as well as the Power and Conflict poetry in GCSE English Literature.	This part of the subject content is concerned with the nature and function of poetic voice in the telling of events and the presentation of people. In studying the role of language in the construction of perspective, students explore and analyse: - the presentation of time: understanding the past, reviewing past experiences, the manipulation of time - the importance of place: locations and memories, the ways in which these are captured in voice(s), and their effect on individuals - how people and their relationships are realised through point of view, attitude, specific registers, physical descriptions, speech and thought - the presentation of events through the poet's selection of material, the use of narrative frames and other poetic techniques.	Core vocabulary <i>poetic voice, deictic centre, euphony/cacophony, phonaesthetics, temporal/spatial deixis, lexical ambiguity, stanza, meter, poetic device, monosyllabic, polysyllabic</i> structure, imagery, metaphor, symbol, assonance, alliteration, simile, personification, repetition, sibilance, form, rhyme, meter, rhythm, allegory, allusion, ambiguity, antithesis, ballad, free verse, caesura, consonance, conceit, monologue, speaker, stanza, elegy, ellipsis, end-stopped, enjambment, couplet, hyperbole, imagery, irony, sonnet, meter, lament, motif, onomatopoeia, oxymoron, contrast, couplet, triplet, quatrain, syllable	- Analytical skills when studying seen and unseen texts (AO1). - Independence when approaching texts analytically. - Evaluative and analytical skills when considering contextual factors (AO1, AO3). Enrichment - E-Magazine subscription. - Video/audio podcasts produced by teachers. - Opportunities for outside speakers/theatre trips etc when this is possible.

‘The Great Gatsby’ Recreative writing and commentary Teacher B HT7	Students build upon their existing knowledge of the prose form (established when studying ‘The Handmaid’s Tale’ earlier in the course). However, the study of ‘The Great Gatsby’ forms the basis for recreative writing rather than a conventional analytical response. Students will draw upon their knowledge of the prose form as well as the linguistic and structural devices used by writers to create meanings in order to create their own	In this part of the subject content, students understand the ways that writers: • present people, their points of view and their relationships with others • shape the narrative structure and present events/time/places • reveal the speech and thought processes of the characters and narrator(s) • use situations of conflict to express ideas about societies and their values. In addition, students develop the skills to adapt and shape the original material (the base text) to respond to different re-creative tasks. Students will gain an understanding of: • the nature of monologue and dialogue • how changing point of view, genre, context, purpose, audience or mode can re-shape meanings • how undeveloped aspects of the narrative and characterisation might be developed further • the importance of specific moments in time or descriptions of place. Re-creative work seeks to find absent or underplayed perspectives in the base text – for example, the voice of a marginal	Core vocabulary <i>base text, retrospective narrator/narrative, Jazz Age, American Dream, presupposition, in media res, included and excluded participant, paratextual feature, critical commentary</i> narrative, structure, narrative perspective, first/third person, omniscient narrator, indirect free speech/thought, chronology, flashback, narrative gap, foreshadowing, climax, complication, conclusion/resolution, characterisation, theme, setting, pathetic fallacy, direct/indirect speech, exposition, imagery, metaphor, protagonist, antagonist, subtext, suspense, lexis, grammar, semantics, pragmatics, discourse structure, text cohesion, word, sentence, phrase, tense, modifier, adjective, adverb, verb, noun, common noun, abstract noun, clause, subordinate clause, embedded clause, simple sentence, compound sentence, active and passive voice, synonym, hypernym, irony, tone, register, anaphoric and cataphoric references, genre, mode	• Analytical skills when studying seen and unseen texts (AO1). • Independence when approaching texts analytically. • Evaluative and analytical skills when considering contextual factors (AO1, AO3). • Creative writing skills (AO5) Enrichment ○ E-Magazine subscription. ○ Video/audio podcasts produced by teachers. ○ Opportunities for outside speakers/theatre trips etc when this is possible.
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	adaptations of the novel.	character, or how an event might have been reported to a different audience – and create a new text in order to enrich the critical reading of the original.		
Revision: Paris Anthology & ‘The Handmaid’s Tale’ Teacher A HT8	Students return to two of the topics that they have already covered in order to consolidate their existing knowledge. There is a focus on examination technique and stylistic features of written responses, and this links to the Year 13 mock examinations in HT9.	See knowledge and content information for the Paris Anthology and ‘The Handmaid’s Tale’ in HT1,2 and 3.	See vocabulary lists for the Paris Anthology and ‘The Handmaid’s Tale’ in HT1, 2 and 3.	- Analytical skills when studying seen and unseen texts (AO1). - Independence when approaching texts analytically. - Evaluative and analytical skills when considering contextual factors (AO1, AO3). - Creative writing skills (AO5) Enrichment - E-Magazine subscription. - Video/audio podcasts produced by teachers. - Opportunities for outside speakers/theatre trips etc when this is possible.

Revision: 'A Streetcar Named Desire' Teacher B HT8	Students return to a topic that they have already covered in order to consolidate their existing knowledge. There is a focus on examination technique and stylistic features of written responses, and this links to the Year 13 mock examinations in HT9.	See knowledge and content information for 'A Streetcar Named Desire' in HT2 and 3.	See vocabulary list in HT2/3.	- Analytical skills when studying seen and unseen texts (AO1). - Independence when approaching texts analytically. - Evaluative and analytical skills when considering contextual factors (AO1, AO3). - Creative writing skills (AO5) Enrichment - E-Magazine subscription. - Video/audio podcasts produced by teachers. - Opportunities for outside speakers/theatre trips etc when this is possible.
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Revision: Paris Anthology, 'The Handmaid's Tale', Seamus Heaney poetry Teacher A HT9/HT10	Students will undertake a process of revision in response to the mock examinations. Teachers will decide the balance of coverage between two topics.	See the knowledge and content information for these topics above.	See vocabulary lists for these topics above.	- Analytical skills when studying seen and unseen texts (AO1). - Independence when approaching texts analytically. - Evaluative and analytical skills when considering contextual factors (AO1, AO3). - Creative writing skills (AO5) Enrichment - E-Magazine subscription. - Video/audio podcasts produced by teachers. - Opportunities for outside speakers/theatre trips etc when this is possible.

Revision: 'A Streetcar Named Desire', 'The Great Gatsby' Teacher B HT9/HT10	Students will undertake a process of revision in response to the mock examinations. Teachers will decide the balance of coverage between two topics.	See knowledge and content information for these topics above.	See vocabulary lists for these topics above.	- Analytical skills when studying seen and unseen texts (AO1). - Independence when approaching texts analytically. - Evaluative and analytical skills when considering contextual factors (AO1, AO3). - Creative writing skills (AO5) Enrichment - E-Magazine subscription. - Video/audio podcasts produced by teachers. - Opportunities for outside speakers/theatre trips etc when this is possible.
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