

# Curriculum Rationale and Overview (Scheme level)



Subject: A Level English Literature

Year group: Year 13

|                                                   | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                  | Summer 2                                                                                                                                                                                                             |
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| <b>National Curriculum context</b>                | <b>Encourages students to read widely and engage critically with what they read. Students must use detailed understanding of texts to explore links between texts and also consider alternative interpretations to what they are reading.</b>                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                      |
| <b>Scheme of Learning Title:</b>                  | <i>The Wife of Bath's Prologue &amp; Tale</i> – Paper 3 / <i>Othello</i> – Paper 1                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>The Wife of Bath's Prologue &amp; Tale</i> – Paper 3 / <i>Othello</i> – Paper 1                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Non-Exam Assessment (NEA) Coursework Drafting / Poetry &amp; Unseen Revision</i> – Paper 3                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>NEA Coursework Submission / Prose Comparison Revision</i> – Paper 2                                                                                                                                                                                                                                                                                                                                                                                                                               | <i>Full Course Revision (Drama, Prose, Poetry) / Exam Technique Polish</i>                                                                                                                                                                                                | External Examinations (A-Level Papers 1, 2, and 3)                                                                                                                                                                   |
| <b>Content</b><br><i>What will students know?</i> | <p><b><i>The Wife of Bath's Prologue &amp; Tale (Chaucer)</i></b></p> <p><u>Core Knowledge:</u></p> <p>Middle English language/poetic form, estates satire, Chaucerian irony, medieval pilgrimage frame narrative, medieval views on marriage, female autonomy, anti-feminist tradition, genre of Breton Lai.</p> <p><b><i>Othello (Shakespeare)</i></b></p> <p><u>Core Knowledge:</u></p> <p>Core Knowledge: Dramatic form, conventions of Jacobean tragedy, Renaissance views on race, jealousy, misogyny, Venetian vs.</p> | <p><b><i>The Wife of Bath's Prologue &amp; Tale (Chaucer)</i></b></p> <p><u>Core Knowledge:</u></p> <p>Key linguistic features, thematic development across Prologue vs. Tale, literary critical readings (Feminist, Historicist), structural arguments, and key quotation mastery.</p> <p><b><i>Othello (Shakespeare)</i></b></p> <p><u>Core Knowledge:</u></p> <p>Dramatic irony, soliloquies, domestic tragedy conventions, critical interpretations (e.g., Bradley, Leavis, Loomba), and the trajectory of Othello's downfall.</p> | <p><b><i>NEA Coursework Drafting</i></b></p> <p><u>Core Knowledge:</u></p> <p>Comparative methodology across two chosen texts, academic research techniques, literary theory/criticism applications, bibliography formatting, and assessment criteria weightings (AO1–AO5).</p> <p><b><i>Poetry &amp; Unseen Revision</i></b></p> <p><u>Core Knowledge:</u></p> <p><i>Revisiting prescribed poetry collections (Poems of the Decade / prescribed poets), poetic terminology, structural analysis, and unseen</i></p> | <p><b><i>NEA Coursework Submission</i></b></p> <p><u>Core Knowledge:</u></p> <p>Redrafting techniques, editing for conceptual clarity, line-by-line academic polishing, proper citation standards, and final portfolio requirements.</p> <p><b><i>Prose Comparison Revision</i></b></p> <p><u>Core Knowledge:</u></p> <p>Re-evaluating paired prose texts (<i>Frankenstein</i> &amp; <i>The Handmaid's Tale</i>), comparative thematic links, tracking character/plot trajectories, and targeted</p> | <p><b><i>Full Course Revision</i></b></p> <p><u>Core Knowledge:</u></p> <p>Comprehensive retrieval across all three papers (Paper 1 Drama, Paper 2 Prose, Paper 3 Poetry), synthesis of all Assessment Objectives, high-frequency themes, and timed essay strategies.</p> | <p><b><i>External Examinations</i></b></p> <p><u>Core knowledge:</u></p> <p>Deep familiarity with exam paper layouts, time management strategies under exam conditions, mark schemes, and target grade criteria.</p> |

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|                                            | Cypriot settings, Machiavellian villains (Iago), tragic flaws ( <i>hamartia</i> ), and character progression.                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                    | <i>poetry comparison strategies.</i>                                                                                                                                                                                                                                                                                          | essay structures for Paper 2.                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                          |                                |
| <b>What will students understand?</b>      | Students will understand the structural and thematic mechanics of medieval poetry and Jacobean tragedy. They will understand how context (societal, historical, religious) directly influences character actions and authorial intent in both Chaucer's and Shakespeare's works.                   | Students will understand how dramatic and poetic form shape meaning. They will understand how to evaluate alternative critical interpretations (AO5) alongside historicist contexts (AO3) to build multi-layered arguments.                                                                        | Students will understand how to construct an independent literary investigation for the NEA. In poetry, they will understand how to approach unseen poems with analytical confidence and draw links between unseen and studied poems.                                                                                         | Students will understand how to refine, edit, and polish long-form academic essays. They will understand how to synthesize thematic connections across prose texts to construct fluent comparative arguments under timed conditions.                                                                                          | Students will understand how to adapt their core knowledge flexibly to any unseen exam prompt across all three papers, balancing argument clarity with deep context and critical theory. |                                |
| <b>What will students be able to do?</b>   | Write academic essays addressing all Assessment Objectives (AO1–AO5). Construct nuanced thesis statements and focused topic sentences. Analyze Middle English language and Jacobean verse/prose shifts. Incorporate critical theory (Feminist, Historicist, Post-Colonial) fluidly into arguments. | Write academic essays addressing all Assessment Objectives (AO1–AO5). Construct nuanced thesis statements and focused topic sentences. Analyze Middle English language and Jacobean verse/prose shifts. Incorporate critical theory (Feminist, Historicist, Post-Colonial) fluidly into arguments. | <b>NEA:</b> Conduct independent academic research, evaluate secondary critical sources, and draft a 2,500-word comparative essay with formal referencing.<br><br><b>Revision:</b> Complete close readings of unseen poetry, construct comparative prose plans, and execute high-level practice essays under timed conditions. | <b>NEA:</b> Conduct independent academic research, evaluate secondary critical sources, and draft a 2,500-word comparative essay with formal referencing.<br><br><b>Revision:</b> Complete close readings of unseen poetry, construct comparative prose plans, and execute high-level practice essays under timed conditions. | Deconstruct complex exam questions rapidly. Write fluent, cohesive, and fully realized exam essays within strict time limits. Self-correct and edit writing under exam constraints.      |                                |
| <b>How will they be formally assessed?</b> | Timed single-text practice essays on <i>Othello</i> (Paper 1) and <i>The Wife of Bath</i> (Paper 3) focusing on                                                                                                                                                                                    | Formal Autumn Mock Examinations—full A-Level style essay questions incorporating                                                                                                                                                                                                                   | First full draft of the NEA Independent Study (2,500 words) assessed across AO1–AO5; timed unseen poetry practice essays.                                                                                                                                                                                                     | Final submission of the NEA coursework portfolio; Spring Mock Examinations covering Paper 2 (Prose                                                                                                                                                                                                                            | Timed practice papers across Paper 1, Paper 2, and Paper 3 under strict exam conditions.                                                                                                 | External A-Level Examinations: |

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|                                               | AO1 (argument), AO2 (writer's craft), and AO3 (context).                                                                                                                                                                                                                                                                                                         | AO1, AO2, AO3, and AO5 (critical perspectives).                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                          | comparison) and Paper 3 (Poetry).                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• <b>Paper 1:</b> Drama (<i>Othello</i> / Modern Drama)</li> <li>• <b>Paper 2:</b> Prose (<i>Frankenstein</i> &amp; <i>The Handmaid's Tale</i>)</li> <li>• <b>Paper 3:</b> Poetry (<i>The Wife of Bath</i> &amp; Modern/Unseen Poetry)</li> </ul> |
| <b>Literacy/Numeracy/Personal Development</b> | <p><i>Literacy:</i> Navigating Middle English vocabulary, analyzing poetic meter (iambic pentameter, rhyming couplets), academic argument framing, and embedding critical quotes.</p> <p><i>Personal Development:</i> Exploring themes of race, jealousy, domestic abuse, gender politics, medieval female empowerment vs. misogyny, and societal hypocrisy.</p> | <p><i>Literacy:</i> Navigating Middle English vocabulary, analyzing poetic meter (iambic pentameter, rhyming couplets), academic argument framing, and embedding critical quotes.</p> <p><i>Personal Development:</i> Exploring themes of race, jealousy, domestic abuse, gender politics, medieval female empowerment vs. misogyny, and societal hypocrisy.</p> | <p><i>Literacy:</i> Long-form academic drafting, bibliographic citation, comparative transitional phrasing, and synthesis of secondary critical texts.</p> <p><i>Personal Development:</i> Independent project management, critical thinking, autonomy, and exploring diverse moral/ethical themes selected in individual NEA texts.</p> | <p><i>Literacy:</i> Long-form academic drafting, bibliographic citation, comparative transitional phrasing, and synthesis of secondary critical texts.</p> <p><i>Personal Development:</i> Independent project management, critical thinking, autonomy, and exploring diverse moral/ethical themes selected in individual NEA texts.</p> | <p><i>Literacy:</i> High-level synthesis under time pressure, concision, and precise academic vocabulary.</p> <p><i>Personal Development:</i> Resilience, stress management, examination preparation, and self-efficacy.</p> |                                                                                                                                                                                                                                                                                          |
| <b>Links to Prior learning</b>                | <p><b>Chaucer &amp; Othello:</b> Builds directly upon Year 12 drama studies (<i>A Streetcar Named Desire</i>) and GCSE Shakespeare analysis. Links back to poetic techniques mastered in Year 12 (<i>Poems of the Decade</i>) and prior knowledge of tragic conventions.</p>                                                                                     | <p><b>Chaucer &amp; Othello:</b> Builds directly upon Year 12 drama studies (<i>A Streetcar Named Desire</i>) and GCSE Shakespeare analysis. Links back to poetic techniques mastered in Year 12 (<i>Poems of the Decade</i>) and prior knowledge of tragic conventions.</p>                                                                                     | <p>Synthesises analytical and comparative essay-writing skills developed throughout Year 12 (<i>Frankenstein</i> vs. <i>The Handmaid's Tale</i>). Applies independent research skills introduced at the end of Year 12.</p>                                                                                                              | <p>Synthesises analytical and comparative essay-writing skills developed throughout Year 12 (<i>Frankenstein</i> vs. <i>The Handmaid's Tale</i>). Applies independent research skills introduced at the end of Year 12.</p>                                                                                                              | <p>Culmination of all content, skills, contextual knowledge, and critical approaches covered across the entire two-year A-Level English Literature course.</p>                                                               |                                                                                                                                                                                                                                                                                          |