

Year Group	13
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Curriculum Vision:	Our intention is that students will be able to pass the A level examination well, - but also and most importantly – acquire: Advanced skills in critical analysis and interpretation, An ability to compose a persuasive, analytical essay, An awareness of the English literary tradition, And an enjoyment of great literature, all of which will serve them for the rest of their lives.
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Rationale for sequencing	To follow closely the exams format thus enabling a gradual immersion into the material; coursework to be completed late so that final pieces may benefit from such. (Note this is the last year of American Lit. texts.)
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Through education, we have the privilege of engaging directly with children and young people who:

- are passionate about the natural world
- want to do their best to protect it
- can influence their wider communities

Throughout this document, whenever the following icon is used , it indicates that the teaching and learning is linked to one or more of the following:

- nature
- the causes and impacts of climate change
- careers in the green economy
- the importance of sustainability

Term 1	
Teacher 1	Teacher 2
Analysis of 'Journey's End' for coursework piece; feedback on coursework drafts & submission of final piece – 472/3.	Analysis of both Owen's War Poetry & Doctorow's 'The March' for comparative coursework piece; feedback on coursework drafts & submission of final.
Term 2	
Teacher 1	Teacher 2
Revision of 'Hamlet' for section 1 of the exam, both parts, followed by revision of Chaucer and Goldsmith texts for section 2 of the exam 472/1.	Revision of both '1984' & 'The Handmaid's Tale' together with unseen extract practice. Focus shifts to A01 & A04 predominantly for section 2 of the exam.
Term 3	
Teacher 1	Teacher 2
Final exam prep.	Final exam prep.

Key Assessment Plans:	Based on OCR syllabus H472
Term 1	Unseen extract – T1; Coursework finals - T2
Term 2	Mock Exams – Full papers - T3 & T4

Term 3	Walking – talking exam.