

English

Year 13 Paper 2 Scheme of Learning 2025 - 2026

Subject leader: Alex Tear

Topics by term	Topic overview for Year ?					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	Option 3: Section B (Q18): Comparison of <i>The Wipers Times</i> and Wilfred Owen Poetry; and Option 3: Section B (Q17): Unseen Prose 1. Revision of plot, character, theme and context 2. Revision of approaches to unseen prose	Option 3: Section A (Q15/16): <i>Birdsong</i> ; and Option 3: Section B (Q17): Unseen Prose (continued) 1. Revision of plot, character, theme and context 2. Revision of approaches to unseen prose 3. Exam style questions	Exam Focus Continued exam practice for all sections of the two papers	Exam Focus Continued exam practice for all sections of the two papers	Exam Focus Continued exam practice for all sections of the two papers	<p style="text-align: center;"><u>Course Ended</u></p>

	3. Exam style questions					
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Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
Term 1							
Topic 1: Revision of approaches to unseen prose							
Paper 2 Section Bi	<ul style="list-style-type: none"> How do I tackle an unseen prose extract? Can I recall the steps for analysis? 	Lessons 1-2 – Revision <ul style="list-style-type: none"> Revisit the key steps for analysis of unseen prose Revise prose forms and literary movements	Students should be able to: <ul style="list-style-type: none"> Retell the steps of the unseen approach Recall the different literary periods and significant historical events 	Revision Context Analysis Criticism Form	Within class: <ul style="list-style-type: none"> Discussions with students Student led tasks 	<ul style="list-style-type: none"> Copies of new essay questions Unseen prose revision SoW	<ul style="list-style-type: none"> Gender Society War Conflict Empathy
Topic 2: Unseen prose exam style questions							
Paper 2 Section Bi	<ul style="list-style-type: none"> How do I hone my writing style to suit exam style responses? 	Lessons 4-11 – Exam style questions <ul style="list-style-type: none"> Analysis of a variety of prose extracts from the First World War Repetition of exam skills and essay writing practice 	Students should be able to: <ul style="list-style-type: none"> Demonstrate prior teaching and knowledge 	Analysis Context Debate Argument Assessment	Within class: <ul style="list-style-type: none"> Discussions with students Student led tasks Production of essay plans 	<ul style="list-style-type: none"> Bank of exam style questions Essay planning sheets Unseen prose 	<ul style="list-style-type: none"> Gender Society War Conflict Empathy

			<p>through their contribution to the lessons and the essay plans they produce</p> <ul style="list-style-type: none"> Apply their knowledge to their exam response <p>Revise all of the Assessment Objectives in relation to the task</p>		<p>and annotations</p> <p>At home:</p> <ul style="list-style-type: none"> Production of essays which meet the exam criteria 	revision SoW	
Topic 3: Revision of <i>The Wipers Times</i>							
<p>Revisit the Big Questions:</p> <ul style="list-style-type: none"> What was the Wipers Times? Who are the men behind the paper? Why was the paper significant? How did the paper report events of the war? What were the relationships like at war? How is the horror of war presented? Why is the absurd used in the play? How does the play deal with death? 	<p>Lessons 1-2 – Revision of the text</p> <ul style="list-style-type: none"> Revisit the plot, characters, theme and context of the text Collection of key quotations and dramatic techniques <p>Revisiting the critical viewpoints and schools of thought</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Retell the plot of the play in detail, making specific references to events, characters and quotations Link the context to 	<p>Revision Context Analysis Criticism Form Structure</p>	<p>Within class:</p> <ul style="list-style-type: none"> Discussions with students Student led tasks Production of knowledge organisers <p>At home:</p> <ul style="list-style-type: none"> Additions to knowledge organisers <p>Reading (b)log updates to reflect any new critical</p>	<ul style="list-style-type: none"> <i>The Wipers Times</i> revision scheme of work Copies of <i>The Wipers Times</i> brought to lessons by students <p>Knowledge organisers</p>	<ul style="list-style-type: none"> Friendship Family Power Mental health Gender Coping mechanisms Rule of law Community Society Memory Acceptance 	

	How is time presented in the play?		<p>their study of the text and use it to inform their analysis</p> <p>Explain how different groups view the text and the events of the play</p>		or wider reading undertaken	brought to lessons by students	
Topic 4: Revision of Wilfred Owen's Poetry							
Paper 2 Section Bii	<p>Revisit the Big Questions:</p> <ul style="list-style-type: none"> How does Owen present war and the war experience in "[poem name]"? 	<p>Lessons 3-4 – Revision of the collection</p> <ul style="list-style-type: none"> Revisit the content and groupings for the poem <p>Reminder of links between the poems and <i>The Wipers Times</i></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Recall the key information of each poem Group the poems according to themes, speakers and style Link the context to the poem subject/style <p>Make links between the poetry and <i>The Wipers Times</i></p>	<p>Revision</p> <p>Context</p> <p>Analysis</p> <p>Criticism</p> <p>Form</p> <p>Structure</p> <p>Comparison</p>	<p>Within class:</p> <ul style="list-style-type: none"> Discussions with students Student led tasks Production of knowledge organisers <p>At home:</p> <ul style="list-style-type: none"> Additions to knowledge organisers <p>Reading (b)log updates to reflect any new critical or wider reading undertaken</p>	<ul style="list-style-type: none"> Wilfred Owen revision scheme of work Copies of collections brought to lessons by students Knowledge organisers brought to lessons by students 	<ul style="list-style-type: none"> Mental health Gender Morality Society Support Community Conflict Friendship Physical disabilities Truth Justice

Topic 5: Comparative Section Bii Exam Style Questions							
Paper 2 Section Bii	<ul style="list-style-type: none"> How do I hone my writing style to suit exam style responses? 	<p>Lessons 6-11 – Exam style questions</p> <ul style="list-style-type: none"> Variety of exam style questions approached, planned for and responses written to cover a variety of themes <p>1. Repetition of exam skills and essay writing practice</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Demonstrate prior teaching and knowledge through their contribution to the lessons and the essay plans they produce Apply their knowledge to their exam response <p>Revise all of the Assessment Objectives in relation to the task</p>	<p>Analysis Context Debate Argument Assessment</p>	<p>Within class:</p> <ul style="list-style-type: none"> Discussions with students Student led tasks Production of essay plans and annotations <p>At home:</p> <p>1. Production of essays which meet the exam criteria</p>	<ul style="list-style-type: none"> Copies of <i>The Wipers Times</i> and the Wilfred Owen collection brought to lessons by students Bank of exam style questions Essay planning sheets <p>Comparative revision SoW</p>	<ul style="list-style-type: none"> Mental health Gender Morality Society Support Community Conflict Friendship Physical disabilities Truth Justice
Term 2							
Topic 1: Revision of <i>Birdsong</i>							
Paper 2 Section A	<p>Revisit the Big Questions:</p> <ul style="list-style-type: none"> Is Stephen a selfish character? How is French society presented? 	<p>Lessons 1-3 – Revision of the text</p> <ul style="list-style-type: none"> Revisit the plot, characters, theme and context of the text 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Retell the plot of the 	<p>Revision Context Analysis Criticism</p>	<p>Within class:</p> <ul style="list-style-type: none"> Discussions with students Student led tasks 	<ul style="list-style-type: none"> <i>Birdsong</i> revision scheme of work 	<ul style="list-style-type: none"> Healthy relationships Gender Marriage Family

	<ul style="list-style-type: none"> • What is the Azaire household like? • Do we feel sorry for Renéé? • Is Isabelle and Stephen's relationship love? • How does Stephen change during war? • What relationships do the men form? • How is the war depicted? • What is the role of Jeanne? • How does Elizabeth enhance the plot? • What is the role of censorship in the war? • How do the men cope with the horrors of war? • How does Faulks present the way people cope with war? What is the legacy of war? 	<ul style="list-style-type: none"> • Collection of key quotations and key scenes <p>Revisiting the critical viewpoints and schools of thought</p>	<p>novel in detail, making specific references to events, characters and quotations</p> <ul style="list-style-type: none"> • Link the context to their study of the text and use it to inform their analysis <p>Explain how different groups view the text and the events of the play</p>		<ul style="list-style-type: none"> • Production of knowledge organisers <p>At home:</p> <ul style="list-style-type: none"> • Additions to knowledge organisers <p>Reading (b)log updates to reflect any new critical or wider reading undertaken</p>	<ul style="list-style-type: none"> • Copies of <i>Birdsong</i> brought to lessons by students • Knowledge organisers brought to lessons by students 	<ul style="list-style-type: none"> • Worker rights • Conflict • Mental health • Sexuality • Society • Community • Power • Remembrance • Morality • Empathy
Topic 2: <i>Birdsong</i> Exam Style Questions							
Paper 2 Section A	How do I hone my writing style to suit exam style responses?	<p>Lessons 4-14 – Exam style questions</p> <ul style="list-style-type: none"> • Analysis of a variety of key extracts • Use of contextual linking, specifically historical and literary archetypes • Repetition of exam skills and essay writing practice 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate prior teaching and knowledge through their contribution to the lessons and the 	<p>Analysis Context Debate Argument Assessment</p>	<p>Within class:</p> <ul style="list-style-type: none"> • Discussions with students • Student led tasks • Production of essay plans and annotations <p>At home:</p> <ul style="list-style-type: none"> • Production of essays which 	<ul style="list-style-type: none"> • <i>Birdsong</i> revision scheme of work • Copies of the text – students to bring • Bank of exam style questions 	<ul style="list-style-type: none"> • Healthy relationships • Gender • Marriage • Family • Worker rights • Conflict • Mental health • Sexuality • Society • Community • Power

			essay plans they produce <ul style="list-style-type: none"> • Apply their knowledge of the text to their exam response Revise all of the Assessment Objectives in relation to the task		meet the exam criteria	Essay planning sheets	<ul style="list-style-type: none"> • Remembrance • Morality • Empathy
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Terms 3, 4 and 5

Topic 1: Revision through exam style responses							
Paper 2	<ul style="list-style-type: none"> • How do I plan an unseen prose response? • How do I plan a comparative response of <i>My Boy Jack</i> and the Wilfred Owen's poetry? • How do I analyse <i>Birdsong</i>? What are the expectations of an A Level essay? 	Lessons 2-23 – Exam style questions <ul style="list-style-type: none"> • Students to be offered a variety of new, exam style questions covering all sections of the paper • Repetition of exam skills and essay writing practice 	Students should be able to: <ul style="list-style-type: none"> • Demonstrate prior teaching and knowledge through their contribution to the lessons and the essay plans they produce • Apply their 	Analysis Context Debate Argument Assessment	Within class: <ul style="list-style-type: none"> • Discussions with students • Student led tasks • Production of essay plans and annotations At home: <ul style="list-style-type: none"> • Production of essays which meet the exam criteria 	<ul style="list-style-type: none"> • Bank of exam style questions • Essay planning sheets All core texts	<ul style="list-style-type: none"> • Mental health • Gender • Morality • Society • Support • Community • Conflict • Friendship • Physical disabilities • Truth • Justice

			knowledge to their exam response Revise all of the Assessment Objectives in relation to the task				
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