

# English

## Year 13 Paper 1 Scheme of Learning 2025 - 2026

**Subject leader: Alex Tear**

Topics by term	Topic overview for Year 13					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics taught</b>	Section A (Q01): <i>Othello</i> and Section B (Q05): Unseen Poetry comparison  1. Revision of plot, character, theme and context 2. Revision of approaches to unseen poetry 3. Exam style questions	Section C (Q05): Comparison of <i>Tess of the d'Urbervilles</i> and AQA Pre-1900 Poetry Anthology; and Section B (Q05): Unseen Poetry comparison (continued)  1. Revision of plot, character, theme and context	Exam Focus  Continued exam practice for all sections of the paper	Exam Focus  Continued exam practice for all sections of the paper	Exam Focus  Continued exam practice for all sections of the paper	<u>Course Ended</u>

		<ol style="list-style-type: none"><li>2. Revision of approaches to unseen poetry</li><li>3. Exam style questions</li></ol>				
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Exam Board AQA

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)
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Term 1

Topic 1: Revision of *Othello*

Paper 1 Section A	<p>Revisit the Big Questions:</p> <ul style="list-style-type: none"> <li>• Why does Iago hate Othello?</li> <li>• What societal problems does Othello encounter?</li> <li>• How does Othello win Desdemona?</li> <li>• What is Othello's fatal flaw?</li> <li>• Why does Roderigo help Iago?</li> <li>• How are women presented in the play?</li> <li>• Is Othello a racist play?</li> <li>• Why is Cassio an easy character to manipulate and attack?</li> <li>• What role does Cassio play?</li> <li>• How does Bianca represent women?</li> <li>• How does Emilia represent women?</li> <li>• Who is to blame for Desdemona's death? Is justice done at the end of the play?</li> </ul>	<p>Lessons 1-3 – Revision of the text</p> <ul style="list-style-type: none"> <li>• Revisit the plot, characters, theme and context of the text</li> <li>• Collection of key quotations and dramatic techniques</li> </ul> <p>Revisiting the critical viewpoints and schools of thought</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Retell the plot of the play in detail, making specific references to events, characters and quotations</li> <li>• Link the context to their study of the text and use it to inform their analysis</li> </ul> <p>Explain how different groups view the text and</p>	<p>Revision Drama Staging Context Analysis Criticism</p>	<p>Within class:</p> <ul style="list-style-type: none"> <li>• Discussions with students</li> <li>• Student led tasks</li> <li>• Production of knowledge organisers</li> </ul> <p>At home:</p> <ul style="list-style-type: none"> <li>• Additions to knowledge organisers</li> </ul> <p>Reading (b)log updates to reflect any new critical or wider reading undertaken</p>	<ul style="list-style-type: none"> <li>• <i>Othello</i> revision scheme of work</li> <li>• Copies of <i>Othello</i> brought to lessons by students</li> </ul> <p>Knowledge organisers brought to lessons by students</p>	<ul style="list-style-type: none"> <li>• Race</li> <li>• Religion</li> <li>• Gender</li> <li>• Honesty</li> <li>• Justice</li> <li>• Rule of law</li> <li>• Rights and responsibilities</li> <li>• Healthy relationships</li> <li>• Conflict</li> <li>• Mental health</li> <li>• Deception</li> <li>• Family</li> </ul>
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			the events of the play				
<b>Topic 1: Othello Exam Style Questions</b>							
Paper 1 Section A	How do I hone my writing style to suit exam style responses?	Lessons 4-14 – Exam style questions <ul style="list-style-type: none"> <li>• Analysis of a variety of key extracts</li> <li>• Use of contextual linking, specifically historical and literary archetypes</li> <li>• Repetition of exam skills and essay writing practice</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate prior teaching and knowledge through their contribution to the lessons and the essay plans they produce</li> <li>• Apply their knowledge of the text to their exam response</li> </ul> Revise all of the Assessment Objectives in relation to the task	Analysis Context Debate Argument Assessment	Within class: <ul style="list-style-type: none"> <li>• Discussions with students</li> <li>• Student led tasks</li> <li>• Production of essay plans and annotations</li> </ul> At home: <ul style="list-style-type: none"> <li>• Production of essays which meet the exam criteria</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Othello</i> revision scheme of work</li> <li>• Copies of the text – students to bring</li> <li>• Bank of exam style questions</li> </ul> Essay planning sheets	<ul style="list-style-type: none"> <li>• Race</li> <li>• Religion</li> <li>• Gender</li> <li>• Honesty</li> <li>• Justice</li> <li>• Rule of law</li> <li>• Rights and responsibilities</li> <li>• Healthy relationships</li> <li>• Conflict</li> <li>• Mental health</li> <li>• Deception</li> <li>• Family</li> </ul>
<b>Topic 2: Revision of approaches to unseen poetry</b>							
Paper 1 Section B	<ul style="list-style-type: none"> <li>• How do I analyse an unseen poem?</li> </ul>	Lessons 1-2 – Revision of the text	Students should be able to:	Revision Context Analysis	Within class: <ul style="list-style-type: none"> <li>• Discussions with students</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of new essay</li> </ul>	

	Can I recall the steps into analysing an unseen poem?	<ul style="list-style-type: none"> <li>Revisit the key steps for analysis of unseen poetry</li> <li>Revise key poetic forms as well as literary movements</li> </ul>	<ul style="list-style-type: none"> <li>Retell the steps of the unseen approach</li> <li>Recall the different literary periods and significant historical events</li> </ul>	Criticism Form	<ul style="list-style-type: none"> <li>Student led tasks</li> </ul>	<p>questions</p> <p>Unseen poetry revision SoW</p>	
<b>Topic 2: Unseen poetry exam style questions</b>							
Paper 1 Section B	<ul style="list-style-type: none"> <li>How do I plan an unseen poetry response? <ul style="list-style-type: none"> <li>What are the expectations of an A Level essay?</li> </ul> </li> </ul>	<p>Lessons 3-14 – Exam style questions</p> <ul style="list-style-type: none"> <li>Analysis of a variety of poems and pairings of poems. All historical periods post-1500 must be studied</li> <li>Repetition of exam skills and essay writing practice</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate prior teaching and knowledge through their contribution to the lessons and the essay plans they produce</li> <li>Apply their knowledge to their exam response</li> </ul>	<p>Analysis</p> <p>Context</p> <p>Debate</p> <p>Argument</p> <p>Assessment</p>	<p>Within class:</p> <ul style="list-style-type: none"> <li>Discussions with students</li> <li>Student led tasks</li> <li>Production of essay plans and annotations</li> </ul> <p>At home:</p> <ul style="list-style-type: none"> <li>Production of essays which meet the exam criteria</li> </ul>	<ul style="list-style-type: none"> <li>Bank of exam style questions</li> <li>Essay planning sheets</li> <li>Unseen poetry revision SoW</li> </ul>	<ul style="list-style-type: none"> <li>Gender</li> <li>Society</li> <li>Relationships</li> <li>Community</li> <li>Mental health</li> <li>Equality</li> <li>Disabilities</li> <li>Consent</li> <li>Healthy relationships</li> </ul>

			Revise all of the Assessment Objectives in relation to the task				
<b>Term 2</b>							
	<b>Topic 1: Revision of <i>Tess of the D'Urbervilles</i></b>						
Paper 1 Section C	<p>Revisit the Big Questions:</p> <ul style="list-style-type: none"> <li>Is Tess a pure woman?</li> <li>Why is Tess not the first character introduced when she is the eponymous character in the novel?</li> <li>Angel or Alec; who is the antagonist?</li> <li>How does Hardy create a sense of building danger?</li> <li>How might Hardy's original readers have responded?</li> <li>How does Hardy criticise Victorian attitudes and customs?</li> <li>The novel was first published in the newspaper 'The Graphic' as a censored, serialised version. Why was chapter 14 edited out?</li> <li>Do we hope romance will blossom between Angel and Tess? Why or why not?</li> <li>How are Angel's perception and treatment of Tess similar and different to Alec's?</li> <li>To what extent is the novel a love story?</li> </ul>	<p>Lessons 1-2 – Revision of the text</p> <ul style="list-style-type: none"> <li>Revisit the plot, characters, theme and context of the text</li> <li>Collection of key quotations and dramatic techniques</li> </ul> <p>Revisiting the critical viewpoints and schools of thought</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Retell the plot of the novel in detail, making specific references to events, characters and quotations</li> <li>Link the context to their study of the text and use it to inform their analysis</li> </ul> <p>Explain how different groups view the text and the events of the play</p>	<p>Revision Context Analysis Criticism Form Structure Victorian</p>	<p>Within class:</p> <ul style="list-style-type: none"> <li>Discussions with students</li> <li>Student led tasks</li> <li>Production of knowledge organisers</li> </ul> <p>At home:</p> <ul style="list-style-type: none"> <li>Additions to knowledge organisers</li> </ul> <p>Reading (b)log updates to reflect any new critical or wider reading undertaken</p>	<ul style="list-style-type: none"> <li><i>Tess of the D'Urbervilles</i> revision scheme of work</li> <li>Copies of <i>Tess of the D'Urbervilles</i> brought to lessons by students</li> </ul> <p>Knowledge organisers brought to lessons by students</p>	<ul style="list-style-type: none"> <li>Gender</li> <li>Society</li> <li>Community</li> <li>Mental health</li> <li>Consent</li> <li>Healthy relationships</li> <li>Poverty</li> <li>Response</li> <li>Family</li> <li>Religion</li> <li>Judgement</li> <li>Punishment</li> <li>Rule of law</li> </ul>

	<ul style="list-style-type: none"> <li>• Could Angel and Tess ever have been happy together?</li> <li>• How do you feel towards Angel as the split? Towards Tess?</li> <li>• Despite being a vulnerable victim of society's faults and prejudice, does Hardy hint that Tess might, in fact, grow stronger?</li> <li>• To what extent is Alec the villain in the story? To what extent does Tess achieve 'fulfilment'?</li> </ul>						
<b>Topic 2: Revision of the AQA Poetry Anthology</b>							
Paper 1 Section C	<p>Revisit the Big Questions</p> <ul style="list-style-type: none"> <li>• How is love presented in "[poem name]"?</li> </ul> <p>How are relationships presented in "[poem name]"?</p>	<p>Lessons 3-4 – Revision of the anthology</p> <ul style="list-style-type: none"> <li>• Revisit the content and relevant context of each poem</li> </ul> <p>Reminder of links between the poems and <i>Tess of the D'Urbervilles</i></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Recall the key information of each poem</li> <li>• Group the poems according to themes, speakers and style</li> <li>• Link the context to the poem subject/style</li> </ul> <p>Make links between the poetry and <i>Tess of the D'Urbervilles</i></p>	<p>Revision Context Analysis Criticism Form Structure Comparison</p>	<p>Within class:</p> <ul style="list-style-type: none"> <li>• Discussions with students</li> <li>• Student led tasks</li> <li>• Production of knowledge organisers</li> </ul> <p>At home:</p> <ul style="list-style-type: none"> <li>• Additions to knowledge organisers</li> </ul> <p>Reading (b)log updates to reflect any new critical or wider reading undertaken</p>	<ul style="list-style-type: none"> <li>• Poetry anthology revision scheme of work</li> <li>• Copies of AQA poetry anthologies brought to lessons by students</li> </ul> <p>Knowledge organisers brought to lessons by students</p>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Consent</li> <li>• Sexuality</li> <li>• Society</li> <li>• Support</li> <li>• Community</li> <li>• Morality</li> <li>• Love</li> <li>• Family</li> <li>• Gender</li> </ul>

<b>Topic 3: Comparative Section C Exam Style Questions</b>							
Paper 1 Section C	How do I bring the novel and poetry together in a balanced response?	Lessons 5-14 – Exam style questions <ul style="list-style-type: none"> <li>Variety of exam style questions approached, planned for and responses written to cover a variety of themes</li> <li>Repetition of exam skills and essay writing practice</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>Demonstrate prior teaching and knowledge through their contribution to the lessons and the essay plans they produce</li> <li>Apply their knowledge to their exam response</li> </ul> Revise all of the Assessment Objectives in relation to the task	Analysis Context Debate Argument Assessment	Within class: <ul style="list-style-type: none"> <li>Discussions with students</li> <li>Student led tasks</li> <li>Production of essay plans and annotations</li> </ul> At home: <ul style="list-style-type: none"> <li>Production of essays which meet the exam criteria</li> </ul>	<ul style="list-style-type: none"> <li>Copies of <i>Tess of the D'Urbervilles</i> and the AQA Poetry Anthology brought to lessons by students</li> <li>Bank of exam style questions</li> <li>Essay planning sheets</li> </ul> Comparative revision SoW	<ul style="list-style-type: none"> <li>Gender</li> <li>Society</li> <li>Community</li> <li>Mental health</li> <li>Consent</li> <li>Healthy relationships</li> <li>Poverty</li> <li>Response</li> <li>Family</li> <li>Religion</li> <li>Judgement</li> <li>Punishment</li> <li>Rule of law</li> </ul>
<b>Terms 3, 4 and 5</b>							
<b>Topic 1: Revision through exam style responses</b>							
Paper 1	<ul style="list-style-type: none"> <li>How do I plan an unseen poetry response?</li> <li>How do I plan a comparative response of <i>Tess of the</i></li> </ul>	Lessons 2-23 – Exam style questions <ul style="list-style-type: none"> <li>Students to be offered a variety of new, exam</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>Demonstrate prior</li> </ul>	Analysis Context Debate Argument Assessment	Within class: <ul style="list-style-type: none"> <li>Discussions with students</li> <li>Student led tasks</li> </ul>	<ul style="list-style-type: none"> <li>Bank of exam style questions</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Consent</li> <li>Sexuality</li> <li>Society</li> <li>Support</li> </ul>

	<p><i>D'Urbervilles</i> and the poetry anthology?</p> <ul style="list-style-type: none"> <li>• How do I analyse <i>Othello</i>? What are the expectations of an A Level essay?</li> </ul>	<p>style questions covering all sections of the paper</p> <ul style="list-style-type: none"> <li>• Repetition of exam skills and essay writing practice</li> </ul>	<p>teaching and knowledge through their contribution to the lessons and the essay plans they produce</p> <ul style="list-style-type: none"> <li>• Apply their knowledge to their exam response</li> </ul> <p>Revise all of the Assessment Objectives in relation to the task</p>		<ul style="list-style-type: none"> <li>• Production of essay plans and annotations</li> </ul> <p>At home:</p> <ul style="list-style-type: none"> <li>• Production of essays which meet the exam criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Essay planning sheets</li> </ul> <p>All core texts</p>	<ul style="list-style-type: none"> <li>•Community</li> <li>•Morality</li> <li>•Love</li> <li>•Family</li> <li>•Gender</li> </ul>
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