



# Curriculum Map

Subject: A Level English Literature Paper 1

Year group: 12

Time period	Autumn 1 + 1 week	Autumn 2 + 1 week	Spring 1 & Spring 2 + 1 week	Summer 1& Summer 2
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>Section C: <i>The Great Gatsby</i> by Fitzgerald</b></p> <ul style="list-style-type: none"> <li>-To understand the social, cultural and historical contexts for the novel</li> <li>-To understand plot, character and theme - with a specific focus on the theme of love</li> <li>-To understand how Fitzgerald’s crafting has influenced interpretation</li> <li>-To understand how this text has been critically received</li> <li>-To understand how this question is examined</li> <li>-To understand how to structure an appropriate A Level essay for this text</li> </ul>	<p><b>Section C: AQA Pre-1900 poetry anthology</b></p> <ul style="list-style-type: none"> <li>-To understand the comparative requirements of this section C question</li> <li>To understand the social and historical contexts for the 14 poems in the AQA, Love through the ages, poetry anthology</li> <li>-To understand the different ways in which this question can be phrased</li> <li>-To understand defining features of different literary periods and poetic forms typical of the time</li> <li>-To understand complex poetic terminology required for a successful answer</li> <li>-To understand how to draw effective comparisons between poems and <i>The Great Gatsby</i></li> <li>-To understand how to structure an effective response to this question</li> </ul>	<p><b>Section A: Othello</b></p> <ul style="list-style-type: none"> <li>-To understand the requirements of this section A, closed text question</li> <li>-To understand the style of question and how to confidently approach it</li> <li>-To understand the social, cultural and historical contexts for the play</li> <li>-To understand plot, characterisation and theme and how each can be explored through the lens of love</li> <li>-To understand how aspects of Shakespeare’s crafting illuminates ideas</li> <li>-To understand how this play has been critically received throughout time</li> </ul>	<p><b>Preparing for the NEA</b>  <b>Preparing for threshold examinations</b></p> <ul style="list-style-type: none"> <li>-To understand the requirements of the NEA Independent critical essay</li> <li>- To understand the timeline for completion of essay</li> <li>-To understand how Ibsen’s drama <b>A Doll’s House</b> and the poetry of <b>Christina Rossetti</b> will be approached as possible NEA texts</li> <li>-To understand the social, political and historical contexts in which Ibsen and Rossetti wrote</li> <li>-To understand aspects of crafting - in particular aspects of genre for each text</li> <li>-To understand the comparative opportunities each text presents</li> <li>-To understand how to self-teach an independently chosen text for comparative study</li> <li>-To understand the structure and requirements for the Paper 1 threshold examination</li> </ul>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<ul style="list-style-type: none"> <li>- To be able to articulate an argument in response to examination questions while omitting the A04 element</li> <li>- To be able to write confidently about the connection between text and contexts</li> <li>- To be able to analyse the impact of methods with confidence</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to explore how ideas about love are crafted in each poem</li> <li>-To be able to articulate an argument in response to examination questions</li> <li>- To be able to draw effective connections with representations of love in <i>The Great Gatsby</i></li> </ul>	<ul style="list-style-type: none"> <li>- To be able to confidently discuss each scene, character and idea presented in the play</li> <li>- To be able to structure a logical response to examination style questions</li> <li>-To know how response to the play is shaped by context</li> <li>-To know how to make use of critical reading when approaching the play</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to make informed choices for NEA texts and question</li> <li>-To be able to respond with confidence to taught and independently selected NEA texts</li> <li>-To be able to research chosen texts and follow a independent programme of study</li> <li>-To know how to approach the threshold, Paper 1 examination with confidence</li> </ul>



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<p><b>Key Questions</b></p>	<ul style="list-style-type: none"> <li>-Why does FSF construct an unreliable narrator through Nick?</li> <li>-To what extent is Jay Gatsby presented as a romantic hero?</li> <li>-How is love presented at this point in the novel?</li> <li>-How does FSF construct characters to present an aspect of love?</li> <li>-How does FSF capture the mood of 1920's East coast America in his novel?</li> </ul>	<ul style="list-style-type: none"> <li>- How do writers employ style to convey ideas about love?</li> <li>-What are the similarities and differences in the ways that poets and FSF present aspects of love?</li> <li>-How are attitudes presented towards love rooted in context?</li> </ul>	<ul style="list-style-type: none"> <li>-How does Shakespeare present the relationship between Othello and Desdemona at this point in the play?</li> <li>-What stylistic features invite opportunity for analysis in this extract?</li> <li>-How is love presented through the character of ...?</li> <li>-How would you confidently approach this examination style question?</li> </ul>	<ul style="list-style-type: none"> <li>-What are the key ideas presented in each text that you could confidently explore?</li> <li>-What connections can you make between texts?</li> <li>-What elegant links can you identify in each text?</li> <li>-How can you approach the planning phase of the NEA confidently?</li> </ul>
<p><b>Assessment</b></p>	<p>2 formally assessed essays:</p> <ul style="list-style-type: none"> <li>-Explore how Fitzgerald presents love as dishonest in the opening chapters of The Great Gatsby</li> <li>-Explore how Fitzgerald presents barriers to love in The Great Gatsby</li> </ul>	<p>3 or 4 formally assessed essays:</p> <ul style="list-style-type: none"> <li>-Compare how writers present love as unattainable in both texts</li> <li>- Compare how writers present ideas about loyalty in both texts</li> <li>-Compare how writers present love as a cause of suffering in both texts</li> <li>-Compare how writers present the changing nature of love in both texts</li> <li>-</li> </ul>	<p>4 formally assessed essays:</p> <ul style="list-style-type: none"> <li>-...In the light of this view, discuss how Shakespeare presents the relationship between Othello and Desdemona in this extract and elsewhere in the play</li> <li>-...In the light of this view, discuss how Shakespeare presents male attitudes towards women in this extract and elsewhere in the play</li> <li>-In the light of this view, discuss how in this extract and elsewhere in the play, Shakespeare presents lack of trust within marriage as destructive</li> <li>-In the light of this view, discuss how in this extract and the play as a whole, Shakespeare presents love as a cause of suffering for both Othello and Desdemona</li> </ul>	<ul style="list-style-type: none"> <li>-Regular discussion between students and assigned NEA mentor to assess progress</li> <li>-Working towards final NEA assessment</li> </ul>
<p><b>Literacy/Numeracy/SMSC/Character</b></p>	<p>AO1 focus to achieve fluency and accuracy in essay writing. Discussion of moral questions raised by FSF regarding social differences and gender inequality.</p>	<p>AO1 focus to achieve fluency and accuracy in essay writing. Discussion of moral questions presented through love relationships.</p>	<p>AO1 focus to achieve fluency and accuracy in essay writing. Discussion of social, cultural and moral questions raised by Shakespeare</p>	<p>AO1 focus to achieve fluency and accuracy in essay writing. Discussion of social and moral questions presented in texts. Initiative shown through independent nature of work.</p>