



# Curriculum Map

**Subject:** A Level Literature Paper 1

**Year group: 13**

Time period	Autumn 1 Weeks 1-5	Autumn 1 week 6- end of Autumn 2	Spring 1 - end of Summer 1
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>NEA</b></p> <ul style="list-style-type: none"> <li>- To understand the requirements of the NEA</li> <li>- To understand how to successfully plan and write the NEA Independent Critical essay</li> </ul>	<p><b>Section B: Unseen comparative poetry</b></p> <ul style="list-style-type: none"> <li>-To understand the demands of A Level paper 1, section B</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</li> <li>-To understand how to structure an effective response to this question</li> </ul>	<p><b>Paper 1 Revision - all sections</b></p> <ul style="list-style-type: none"> <li>-To understand the paper structure and timings of the January trial examinations and terminal examinations</li> <li>- To understand how to confidently manage each component of the paper</li> <li>-To understand how knowledge acquired in year 12 transfers to effective examination writing</li> <li>-To understand personal targets that must be met in order to achieve success</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 write confidently about chosen texts, drawing astute connections, placing texts in context and interrogating how crafting shapes meaning</li> <li>- To be able to reflect on a draft of essay, respond to teacher suggestions and action improvements</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to apply the knowledge gained through study of pre-1900 poetry to the analysis of unseen poems</li> <li>-To be able to successfully address all assessment objectives in a well-structured and sensitive response to unseen poems</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to organise and develop existing notes for each paper 1 text</li> <li>-To be able to plan and write responses to a range of examination questions</li> <li>-To be able to reflect on progress and know how to continue following an upward trajectory</li> </ul>
<p><b>Key Questions</b></p>	<ul style="list-style-type: none"> <li>-How are your chosen texts shaped by the climate in which they were written?</li> <li>-What are the similarities and differences between the way your writers present their ideas?</li> <li>-What changes are required to improve the quality of your initial writing?</li> </ul>	<ul style="list-style-type: none"> <li>-How do writers employ methods to shape meanings?</li> <li>-To what extent is a poem typical of its time?</li> <li>-How do writers draw on features of previous literary periods in their poetry?</li> <li>-What are the similarities and differences in the ways writers structure their poems to convey meaning?</li> <li>-What aspects of love could we be invited to explore in an unseen poetry question?</li> </ul>	<ul style="list-style-type: none"> <li>-How can you use reflections on year 12 assessments to inform your writing of responses to Othello, and TGG/Poetry questions?</li> <li>-How can you use your performance in the trial examinations to inform your independent work plan for the final months?</li> <li>-What help do you need to ensure examination success?</li> </ul>
<p><b>Assessment</b></p>	<p>-NEA internally assessed and moderated.</p>	<p>A range of unseen questions from the SoL will be answered in full and formally assessed:</p>	<ul style="list-style-type: none"> <li>-November 2020 paper for January trial examination</li> <li>-Weekly assessment questions completed from central revision scheme</li> <li>-Summer examination</li> </ul>



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		<p>- Explore the significance of rejection/ grief / desire / loss / maternal love / absence in these unseen love poems</p> <p>-...In the light of this statement, explore the presentation of love in the following poems</p>	
<b>Literacy/Numeracy/ SMSC/Character</b>	<p>AO1 focus to achieve fluency and accuracy in essay writing.</p> <p>Discussion of social, moral and cultural questions raised by selected writers. Resilience shown through management of feedback.</p>	<p>AO1 focus to achieve fluency and accuracy in essay writing.</p> <p>Discussion of social, moral and cultural questions raised by selected writers.</p>	<p>AO1 focus to achieve fluency and accuracy in essay writing.</p> <p>Discussion of social, moral and cultural questions raised by selected writers in all texts. Resilience during the final pre-examination phase.</p>