



# Curriculum Map

**Subject:** A Level English Literature Component 1

**Year group:** 12

Time period	Autumn 1 + 3 weeks of Autumn 2	Remainder of Autumn 2 + Spring 1	Spring 2 + Summer 1	Summer 2
<b>Content</b>  <i>Declarative Knowledge – ‘Know What’</i>	<b>Section 2: <i>A Doll's House</i> by Henrik Ibsen</b> -To understand the social, cultural and historical contexts for the Drama -To understand plot, character and theme -To understand how Ibsen's crafting has influenced interpretation -To understand how this text has been critically received -To understand how this question is examined -To understand how to structure an appropriate A Level essay for this text	<b>Section 2: Poetry of Christina Rossetti</b> -To understand the comparative requirements of this question - To understand the social and historical contexts for Rossetti's poetry -To understand defining features of literary period in which Rossetti wrote, and poetic forms typical of this time -To understand complex poetic terminology required for a successful answer -To understand how to draw effective comparisons between poems and <i>A Doll's House</i> -To understand how to structure an effective response to this question -To understand how to make careful choices when selecting from bank of possible questions	<b>NEA: Close reading of post-2000 poetry collection</b> -To understand the requirements of the close reading question -To have an confident overview of selected anthology of poetry - To have an understanding of the social, cultural and historical contexts for the poetry collection - To understand aspects of characterisation and key themes within poems - To understand the skills and approach to close reading - in particular how aspects of crafting illuminate ideas -To understand critical reception of text.	<b>Preparing for threshold examination and pre-teaching of <i>Hamlet</i></b> -To understand the structure and requirements for the Component 1 threshold examination -To understand how to prepare effectively for this examination -To understand the weightings of assessment objectives and how to meet the requirements of the mark scheme when answering the comparative question  -To understand the requirements of Component 1, Section A - the Shakespeare question.  - To understand the contexts for <i>Hamlet</i> . - To understand the text in performance.
<b>Skills</b>  <i>Procedural Knowledge – ‘Know How’</i>	- To be able to articulate an argument in response to examination questions - To be able to write confidently about the connection between text and contexts	-To be able to explore how ideas are crafted in each poem -To be able to articulate an argument in response to examination questions - To be able to draw effective connections with <i>A Doll's House</i>	- To be able to research chosen texts and follow a independent programme of study -To be able to write confidently about chosen section of text, interrogating how crafting shapes meaning - To be able to reflect on a draft of essay, respond to teacher suggestions and action improvements	-To be able to prepare confidently for an examination  -To be able to reflect on and action targets from threshold exam.  -To be able to discuss a performance of <i>Hamlet</i> , connecting to context and to consider director's adaptations



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<b>Key Questions</b>	<ul style="list-style-type: none"> <li>-How does Ibsen capture the political mood of Norway at his time of writing?</li> <li>-How does Ibsen challenge the principles of melodrama in his move to realism?</li> <li>-How does Ibsen's drama relate to its literary tradition?</li> </ul>	<ul style="list-style-type: none"> <li>- How do writers employ style to convey ideas?</li> <li>-What are the similarities and differences in the ways that Rossetti and Ibsen have addressed issues of their time?</li> <li>-How are attitudes presented rooted in context?</li> </ul>	<ul style="list-style-type: none"> <li>-How is the text shaped by the climate in which it was written?</li> <li>-Which aspects of crafting can you interrogate most effectively?</li> <li>-How can you approach the planning phase of the NEA confidently?</li> <li>-What changes are required to improve the quality of your initial writing?</li> </ul>	<ul style="list-style-type: none"> <li>-How can you work independently to ensure success in your threshold examination</li> <li>-How can you use feedback from your threshold exam to inform year 13 revision?</li> </ul>
<b>Assessment</b>	<p>2 formally assessed essays:</p> <ul style="list-style-type: none"> <li>-<i>'Love is invariably possessive.'</i> In the light of this view, consider ways in which writers explore love and possession.</li> <li>-<i>'Men may seem to be more powerful than women, but the reality is very different.'</i> In the light of this view, consider ways in which writers explore power and gender.</li> </ul>	<p>3 or 4 formally assessed essays:</p> <ul style="list-style-type: none"> <li>-<i>'Forbidden tastes are sweetest.'</i> In the light of this view, consider ways in which writers explore the attraction of that which is forbidden</li> <li>-<i>'Loss and suffering are familiar conditions in human experience.'</i> In the light of this view, consider ways in which writers explore loss and suffering.</li> <li>-<i>'Love brings difficulties as well as pleasures.'</i> In the light of this view, consider ways in which writers explore love relationships.</li> <li>-<i>'Freedom is a condition towards which all humanity aspires.'</i> In the light of this view, consider ways in which writers explore the desire for freedom</li> </ul>	<ul style="list-style-type: none"> <li>-NEA internally assessed and moderated.</li> </ul>	<ul style="list-style-type: none"> <li>- Year 12 threshold examination. For summer 2022, this will be relevant questions from the 2021 materials</li> </ul>
<b>Literacy/Numeracy/SMSC/Character</b>	<p>Focus to achieve fluency and accuracy in essay writing. Discussion of moral questions raised regarding social differences and gender inequality.</p>	<p>Focus to achieve fluency and accuracy in essay writing. Discussion of moral questions presented through love relationships.</p>	<p>Focus on fluency and accuracy in essay writing. Discussion of social, moral and cultural questions raised by writer. Resilience shown through management of feedback.</p>	<p>Focus on fluency and accuracy in essay writing. Discussion of social and moral questions presented through viewing performance of Hamlet. Initiative shown through independent preparation for threshold exam.</p>