



(ENGLISH) Curriculum Map

Year	Term	Content	Knowledge	Skills	Assessment
Yr, 13	1	<p>LP WW1 Context Paper 2 Scars Upon My Heart Anthology. Female War Poetry</p> <p>LP Cont. Unseen Poetry Love Through The Ages Paper 1</p> <p>Revisit Poetry Skills-Pre 1900 Love Poetry</p>	<p>Students study a range of different types of poem as they explore representations of war by female war poets.</p> <p>The context of each poem.</p> <p>Specific methods used by the poets.</p> <p>Historicism and contextual background for the poems. A consideration of the male voice/poets such as Sassoon, Owen etc.</p> <p>Strategies for dealing with the critical viewpoint represented in the question.</p> <p>Spaced learning activities on:</p> <ul style="list-style-type: none"> • The poet's method and meaning • Revising in thematic groups e.g. love and loss, idealistic love etc. • Contextual Factors/Historicist concepts • Interleaved learning relating to the content of The Great Gatsby/Fitzgerald's methodology • Critical interpretation/multiple interpretation 	<p>The skills for this area of study/examination are as above. The same assessment objectives are common to both exam papers and all questions.</p>	<p>An extended written task done in assessment books. Marked by the teacher. Whole class feedback followed by individual DIRT work response to WWW/EBI stickers</p> <p>Key assessment/test in class time. Deep marking by teacher. DIRT work.</p>
	1	<p>IC WW1 Comparative Prose Question 'Journey's End' and 'A Long Long Way'</p> <p>Revisit 'Journey's End' text from</p>	<p>Prose terminology/narrative perspective/structure/characterisation/Specific methods used by the writer in set Prose text</p> <p>Revision of all of the above but applied to ALLW /Historicism and Contextual background for text</p> <p>Revision of command words associated with English Literature A Level</p>	<p>The skills for this area of study/examination are as above. The same assessment objectives are common to both exam papers and all questions.</p>	<p>An extended written task done in assessment books. Marked by the teacher. Whole class feedback followed by individual DIRT work response to WWW/EBI stickers</p>

Spaced Learning RAG

Red = Introduction of new Knowledge or skill

Amber = Revisit

Green = Reinforce



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		<p>Spring Term of Year 12</p> <p>IC NEA Coursework Reading and Writing</p>	<p>Revision of the 5 assessment objectives used for A Level English Literature.</p> <p>Introduction of critical opinion about ALLW</p> <p>Focus on content needed from both texts to write the comparative essay on WW1 exam paper.</p> <p>Spaced Learning Revision of 'Journey's End'</p> <p>Pupils examine and consider a range of different texts and titles for the course work.</p> <p>Reading and discussion about past course work examples from AQA website and our own centre.</p> <p>Tutorials with each pupil with reference to their own course work texts and titles.</p>	<p>The same assessment objectives used for exam work are applied to the coursework.</p> <p>There are, however, different levels of expectation as the course work text has been written over a period of time and students have had time to redraft and revise.</p>	<p>Key assessment/test in class time. Deep marking by teacher. DIRT work.</p> <p>Ongoing teacher assessment of course work drafts and sections.</p>
	2	<p>LP Continue study of 25 poems from Scars Upon My Heart.</p> <p>Revise/revisit Othello</p>	<p>Students study a range of different types of poem as they explore representations of war by female war poets.</p> <p>The context of each poem.</p> <p>Specific methods used by the poets.</p> <p>Historicism and contextual background for the poems. A consideration of the male voice/poets such as Sassoon, Owen etc.</p> <p>Strategies for dealing with the critical viewpoint represented in the question</p> <p>Spaced learning on the earlier poems from the war collection from Term 1.</p>		<p>Year 13 Mocks Jan</p> <p>End of year assessment: formal mock examination. Deep marking/whole class feedback/DIRT response</p>

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			Spaced learning on: shared annotations of the extract, mini mocks followed by AFL activities/feedback on last year from AQA /effective planning for exam success /presentations on key concepts e.g. racism, protagonists with a tragic flaw etc.		
	2	<p>IC Continued study of WW1 Unseen Extract Question and ALLW/Journey's End Comparative Question</p> <p>Completion of coursework final drafts prior to February half term.</p>	<p>Course work tutorials continue as students move towards the completion of their individual independent course work task.</p> <p>Completion of study of the second half of ALLW</p>		<p>An extended written task done in assessment books. Marked by the teacher. Whole class feedback followed by individual DIRT work response to WWW/EBI stickers</p> <p>Key assessment/test in class time. Deep marking by teacher. DIRT work.</p>
	3	<p>LP Revise Gatsby/Pre 1900 Poems Othello/Unseen Poetry WW1 Poetry</p>	<p>A range of different revision methods and sessions developed including shared writing and planning of practice exam questions. A focus on selection of effective/relevant texts used for comparative purposes in the exam. Decoding the question/assertion within it.</p>		GCE Exams Commence
	3	<p>IC Revise ALLW/Journey's End/Unseen WW1 Prose Question</p>	<p>Spaced Learning Activities focussed on the comparison of the drama text 'Journey's End' and the Prose text 'ALLW' and the specific differences in the way the two genres examine themes related to The First World War.</p>		GCE Exams Commence

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			<p>A range of different revision methods and sessions developed including shared writing and planning of practice exam questions. A focus on selection of important episodes in both texts used for comparative purposes in the exam. NB these texts are part of an open text exam.</p> <p>PLEASE NOTE- A LEVEL EXAMS BEGAN IN MAY 2019</p>		
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