



Curriculum Map: Year: 13 Subject: English Literature-Modern Times: Literature from 1945 to the present day

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
One Flew Over The Cuckoo's Nest	All students will know: <ul style="list-style-type: none"> • The format of GCE Literature Paper 2 exam • and how 'One Flew Over The Cuckoo's Nest' fits within it • The plot of the novel • The significance and portrayal of a range of characters • The key themes of the text • The context of the text • Conventions associated with texts of modern times • The structure of the text • Kesey's use of narrative perspectives • How to write a thematic analytical essay 	All students should be able to: <ul style="list-style-type: none"> • give opinions on characters and how they are presented • find evidence to support their ideas in the text • annotate a key extract in detail • analyse methods used by Kesey to create an effect • use appropriate terminology to discuss writer's methods • to consider the writer's overall intentions when creating the work • to be able to apply their understanding of 1950s context to the subject matter of the novel • Consider a range of critical opinions about the text and evaluate their significance • be able to plan, structure and write an analytical essay which answers an exam question • Evaluate how they have done in a marked essay and how to improve next time 	A formal and informal mock exam using a real exam question
All My Sons	All students will know:	All students should be able to: <ul style="list-style-type: none"> • give opinions on characters and how they are presented 	

Curriculum Map: Year: 13 Subject: English Literature-Modern Times: Literature from 1945 to the present day

	<ul style="list-style-type: none"> • The format of GCE Literature Paper 2 exam 'Modern Times' and how 'All My Sons' fits within it. • The plot of the play • The significance and portrayal of a range of characters • The key themes of the text-particularly focussed on the presentation of modern times in the play. • The context of the text-including how the play is considered through time. • Conventions associated with tragedy eg soliloquy, tragic hero · • The structure of the play • How to write a thematic analytical essay on the play • Different interpretations of the play/characters etc and some some alternative viewpoints about key issues/characters etc in the play. 	<ul style="list-style-type: none"> • find evidence to support their ideas in the text • Annotate their play in detail • be able to plan, structure and write an analytical essay which answers an exam question • To consider links with 'One Flew Over The Cuckoo's Nest' and how they compare and contrast. • Complete a theme-based analytical essay which will be marked • Evaluate how they have done in a marked essay and how to improve next time 	<p>A formal and informal mock exam using a real exam question</p>
<p>Carol Ann Duffy- Feminine Gospels</p>	<p>All students will know:</p> <ul style="list-style-type: none"> • The format of GCE Literature Paper 2 exam and where Feminine Gospels fits within it • Explore how Duffy uses the medium of poetry to explore key issues of modern times • Explore how the poems link together thematically • Evaluate how poetic methods are used to convey complex meanings • The way context contributes to meaning in a poem • Strategies to best answer the question 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • give opinions on the poems • find evidence to support their ideas in the text • annotate a poem in detail • analyse methods used by the writers to create an effect • use appropriate terminology to discuss writer's methods • to consider the writer's overall intentions when creating the work • to be able to apply their understanding of context to the subject matter of the collection 	

Curriculum Map: Year: 13 Subject: English Literature-Modern Times: Literature from 1945 to the present day

	<ul style="list-style-type: none"> The effect of the structural choices within the collection 	<ul style="list-style-type: none"> be able to plan, structure and write an analytical essay which answers an exam question Evaluate how they have done in a marked essay and how to improve next time 	
Unseen poetry continued	<p>All students will know (and revise):</p> <ul style="list-style-type: none"> The format of GCE Literature paper 1 exam and how the unseen poetry question fits within it How to approach the questions and understand the mark scheme How to approach an unseen poem How to annotate an unseen poem considering layers of meaning <p>How to plan and structure a response</p> <ul style="list-style-type: none"> How to draft and evaluate a response <p>How to consider issues of context in a response</p>	<p>All students should be able to:</p> <ul style="list-style-type: none"> Develop a strategy with which to approach unseen poetry give opinions on the unseen poetry they are given find evidence to support their ideas in the text annotate a poem in detail analyse methods used by the writers to create an effect use appropriate terminology to discuss writer's methods to consider the writer's overall intentions when creating the work to be able to apply their understanding of context to the subject matter of the novel draw comparisons between the poems in relation to the essay question be able to plan, structure and write an analytical essay which answers an exam question Evaluate how they have done in a marked essay and how to improve next time 	
Unseen prose	<p>All students will know:</p> <ul style="list-style-type: none"> The format of GCE Literature paper 2 exam and how the unseen prose question fits within it How to approach the question and 	<p>All students should be able to:</p> <ul style="list-style-type: none"> Develop a strategy with which to approach unseen prose give opinions on the unseen prose they are given 	

Curriculum Map: Year: 13 Subject: English Literature-Modern Times: Literature from 1945 to the present day

	<p>understand the markscheme</p> <ul style="list-style-type: none"> • How to approach an unseen prose text • How to annotate an unseen prose extract considering layers of meaning • How to plan and structure a response • How to write and evaluate a response • How to consider and integrate issues of context in a response 	<ul style="list-style-type: none"> • find evidence to support their ideas in the text • annotate a prose text in detail • analyse methods used by the writers to create an effect • use appropriate terminology to discuss writer's methods • to consider the writer's overall intentions when creating the work • to be able to apply their understanding of context to the subject matter of the text • be able to plan, structure and write an analytical essay which answers a thematic exam question • Evaluate how they have done in a marked essay and how to improve next time 	
NEA	<p>All students will know:</p> <ul style="list-style-type: none"> • The format of GCE Literature qualification and how the NEA fits within it • How to decide on which 2 texts to use and how to devise a suitable question • How to approach the questions they have negotiated with the teacher and understand the markscheme • How to approach planning and structuring their NEA • How best draft their NEA • How to draft and evaluate a response • How to consider issues of context in a response 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Develop a strategy with which to approach the NEA • Use research skills to complement their understanding of the texts they have chosen • give opinions on the texts they have chosen • find evidence to support their ideas in the texts • analyse methods used by the writers to create effects • use appropriate terminology to discuss writer's methods • to consider the writers' overall intentions when creating the work • to be able to apply their understanding of context to the subject matter of the texts 	

Curriculum Map: Year: 13 Subject: English Literature-Modern Times: Literature from 1945 to the present day

		<ul style="list-style-type: none">• draw comparisons between the text in relation to the essay question• be able to plan, structure and write an analytical essay which answers an exam question• be able to proof-read, edit and improve drafts of their writing• to be able to manage their time and meet deadlines	
<p>The course follows the historicist approach to English Literature, as suggested by AQA. We teach the older content for Paper 1: Love Through the Ages in Year 12 and then move on to Paper 2: Texts in a Shared Context : Modern Times in Year 13</p>			