

Curriculum Map: <<English Literature>> Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Declarative knowledge 'I Know'	Birdsong I know the plot of the novel and how it demonstrates different experiences of WWI and its aftermath. I know the characters of the novel and how different experiences of the war affects them. I know a range of key quotations. I know key terminology linked to the genres of prose. I know key context that influenced the construction of the novel. I know key context that influenced the reception of the novel over time. I know a range of critical interpretations across time of the novel. I know at least one stage or screen production of the novel. I know the plots and themes of a range of other texts of or about WWI and its aftermath. The Oxford Book of War Poetry and The Wipers Times* I know a range of poems of or about WWI and its aftermath. I know a range of key war themes, issues and concepts common to the poetry anthology. I know a range of poetic terminology. I know the key contexts that influenced the construction and reception of the poems. I know a range of critical responses to the poetry.			Birdsong I know the plot of the novel and how it demonstrates different experiences of WWI and its aftermath. I know the characters of the novel and how different experiences of the war affects them. I know a range of key quotations. I know key terminology linked to the genres of prose. I know key context that influenced the construction of the novel. I know key context that influenced the reception of the novel over time. I know a range of critical interpretations across time of the novel. I know at least one stage or screen production of the novel. I know the plots and themes of a range of other texts of or about WWI and its aftermath. Unseen Prose I know a range of different themes common to prose of and about WWI and its aftermath.		Revision I know the plot, characters, themes and ideas of my Literature texts. I know the requirements of the Literature exam papers and each question found on them.

		<p>I know a range of key authors pivotal to literature of WWI and its aftermath.</p> <p>I know a range of methods specific to the prose genre.</p> <p>I know key context that influenced the construction of WWI literature.</p>	
<p>Skills</p> <p>Procedural Knowledge</p> <p>'I know how to'</p>	<p><i>Birdsong</i></p> <p>I know how to select an exam question from given options.</p> <p>I know how to plan a response effectively.</p> <p>I know how to form and sustain an argument about the text.</p> <p>I know how to interpret different types of love utilised in the novel.</p> <p>I know how to select and embed a range of supporting evidence into my essay.</p> <p>I know how to analyse the different methods Faulks uses to shape meaning.</p> <p>I know how to evaluate how context influences interpretations of the novel.</p> <p>I know how to draw connections across the novel.</p> <p>I know how to engage with critical interpretations of the novel.</p> <p>I know how to evaluate <i>Birdsong</i> against a wider body of WWI literature.</p> <p><i>The Oxford Book of War Poetry and The Wipers Times</i></p> <p>I know how to select the best anthology poems to compare to the play.</p> <p>I know how to plan a response effectively.</p> <p>I know how to form and sustain an argument about the texts.</p> <p>I know how to interpret different experiences of WWI exposed in the texts.</p> <p>I know how to select and embed a range of supporting evidence into my essays.</p> <p>I know how to analyse the different methods writers uses to shape meaning.</p> <p>I know how to evaluate how context influences interpretations of the texts.</p> <p>I know how to compare ideas in the play and poems.</p> <p>I know how to engage with critical interpretations of the texts.</p> <p>I know how to evaluate the texts against the wider literature of WWI and its aftermath.</p>	<p><i>Birdsong</i></p> <p>I know how to select an exam question from given options.</p> <p>I know how to plan a response effectively.</p> <p>I know how to form and sustain an argument about the text.</p> <p>I know how to interpret different types of love utilised in the novel.</p> <p>I know how to select and embed a range of supporting evidence into my essay.</p> <p>I know how to analyse the different methods Faulks uses to shape meaning.</p> <p>I know how to evaluate how context influences interpretations of the novel.</p> <p>I know how to draw connections across the novel.</p> <p>I know how to engage with critical interpretations of the novel.</p>	<p>Revision</p> <p>I know how to organise my time in an exam.</p> <p>I know how to plan an exam response.</p> <p>I know how to annotate a given extract of <i>Othello</i> in exam conditions.</p> <p>I know how to annotate unseen poems in exam conditions.</p> <p>I know how to annotate an unseen extract of prose in exam conditions.</p> <p>I know how to ensure my plans allow me to address the assessment objectives of the course.</p> <p>I know how to write in an academic register.</p> <p>I know how to proofread and review my writing.</p> <p>I know how to revise effectively.</p>

		<p>I know how to evaluate <i>Birdsong</i> against a wider body of WWI literature.</p> <p>Unseen Prose</p> <p>I know how to unpick an exam question and its supporting textual information.</p> <p>I know how to annotate an extract of unseen prose.</p> <p>I know how to plan an exam response.</p> <p>I know how to form an argument about an unseen prose extract.</p> <p>I know how to analyse the ways in which writers shape meaning.</p> <p>I know how to analyse patterns across an extract of unseen prose.</p> <p>I know how to evaluate the context of the unseen extract.</p> <p>I know how to evaluate the text in light of the wider body of WWI literature.</p> <p>I know how to evaluate the text in light of critical interpretations.</p>	
<p>Strategies</p> <p>Conditional Knowledge</p> <p>'I know when to'</p>	<p><i>Birdsong</i></p> <p>I know when to embed evidence into my argument.</p> <p>I know when to analyse the methods Faulks uses to shape meaning.</p> <p>I know when to evaluate the novel as a piece of prose.</p> <p>I know when to evaluate the significance of context.</p> <p>I know when to draw links across the prose.</p> <p>I know when to consider how the play compares to other WWI literature.</p> <p>I know when to embed and engage with critical interpretations of the novel.</p>	<p><i>Birdsong</i></p> <p>I know when to embed evidence into my argument.</p> <p>I know when to analyse the methods Faulks uses to shape meaning.</p>	<p>Revision</p> <p>I know when to embed evidence into my writing.</p> <p>I know when to use genre specific terminology to support my interpretations.</p> <p>I know when to analyse the methods a writer uses to shape meaning.</p> <p>I know when to link my analytical ideas to context surrounding the text and its reception.</p> <p>I know when to draw connections across texts.</p>

	<p><i>The Oxford Book of War Poetry and The Wipers Times</i></p> <p>I know when to embed evidence into my argument.</p> <p>I know when to analyse the methods writers uses to shape meaning.</p> <p>I know when to evaluate the texts in light of their poetic or dramatic genres.</p> <p>I know when to evaluate and compare the significance of context.</p> <p>I know when to draw comparisons between the drama and poetry.</p> <p>I know when to consider how the texts compare to the wider literature of WWI and its aftermath.</p> <p>I know when to embed and engage with critical interpretations of the texts.</p>	<p>I know when to evaluate the novel as a piece of prose.</p> <p>I know when to evaluate the significance of context.</p> <p>I know when to draw links across the prose.</p> <p>I know when to consider how the play compares to other WWI literature.</p> <p>I know when to embed and engage with critical interpretations of the novel.</p> <p>Unseen Prose</p> <p>I know when to embed evidence into my argument.</p> <p>I know when to analyse the methods the writer uses to shape meaning.</p> <p>I know when to evaluate the extract as a piece of prose.</p> <p>I know when to evaluate the significance of context.</p> <p>I know when to draw links to the wider literature of WWI.</p> <p>I know when to embed and engage with critical interpretations of the novel.</p>	<p>I know when to engage with critical receptions of texts.</p>
Key Questions	<p>How do writers present experiences of WWI and its aftermath?</p> <p>How do writers shape meanings in their texts?</p> <p>How does context influence the construction and reception of texts?</p> <p>How do texts compare to each other and the wider literature of WWI?</p> <p>How do we engage with the interpretations of others?</p>	<p>How do writers present experiences of WWI and its aftermath?</p> <p>How do writers shape meanings in their texts?</p>	<p>How do writers present ideas of love?</p> <p>How do writers present experiences of WWI and its aftermath?</p> <p>How do writers shape meanings in their texts?</p>

		<p>How does context influence the construction and reception of texts?</p> <p>How do texts compare to each other and the wider literature of WWI?</p> <p>How do we engage with the interpretations of others?</p>	<p>How does context influence the construction and reception of texts?</p> <p>How do texts compare to each other and the wider literature of love or WWI?</p> <p>How do we engage with the interpretations of others?</p>
Assessment topics	<p><i>Birdsong</i> Evaluation of a key theme or character in the text.</p> <p><i>The Oxford Book of War Poetry and The Wipers Times</i> Comparison of the drama text and two poems and how they present and explore a specified issue, theme or experience of WWI and its aftermath.</p> <p>Students also have a fortnightly timed essay rotating through <i>Othello</i>, Unseen Poetry, and <i>The Great Gatsby</i> and love poetry pre-1900 to be completed in 'Lesson 10' time.</p>	<p><i>Birdsong</i> Evaluation of a key theme or character in the text.</p> <p>Unseen Prose Close text analysis of an unseen extract.</p> <p>Students also have a fortnightly timed essay rotating through <i>Birdsong</i>, Unseen Prose, and <i>The Wipers Times</i> and war poetry to be completed in 'Lesson 10' time.</p>	<p>Full Literature Paper 1 PPE: 1x Othello question 1x Unseen poetry question 1x Comparing texts question (from a choice of two)</p> <p>Full Literature Paper 2 PPE: 1x Birdsong question (from a choice of two) 1x Unseen prose question 1x Comparing texts question (on the same theme as the unseen prose question)</p> <p>Students also continue to have a fortnightly timed essays on rotating through their set texts to be completed in 'Lesson 10' time.</p>
Cross curricular links/Character Education	<p><i>Birdsong</i> How do relationships of differing kinds survive in times of conflict? How do we process and overcome conflict and trauma? How do we manage unprecedented experiences? How do our individual backgrounds and life experiences impact our ability to navigate conflict?</p> <p><i>The Oxford Book of War Poetry and The Wipers Times</i> How do relationships of differing kinds survive in times of conflict? How do we process and overcome conflict and trauma? How do we manage unprecedented experiences? How do our individual backgrounds and life experiences impact our ability to navigate conflict?</p>	<p><i>Birdsong</i> How do relationships of differing kinds survive in times of conflict? How do we process and overcome conflict and trauma? How do we manage unprecedented experiences? How do our individual backgrounds and life experiences impact our</p>	<p>How do we revise effectively?</p> <p>How will the skills we have developed studying English help us progress in the next stage of our education?</p>

	<p>Links to RE – statutory RSE, relationships and family, religion and life, Biblical imagery</p> <p>Links to PSHE – emotions and feeling</p> <p>Links to A Level Geography – Landscapes</p> <p>Links to A Level History – Britain post 1930 and the lasting impact of WWI</p> <p>Links to A Level Psychology – Psychoanalysis and Freud, memory, social influence, attachment, relationships</p> <p>Links to A Level RE – God vs humanity, the Epistemic fall</p> <p>Links to A level Economics – the financial impact of war</p> <p>Links to MFL – study of the novel</p> <p>Links to A Level Music - composition</p>	<p>ability to navigate conflict?</p> <p><i>Unseen Prose</i></p> <p>How do relationships of differing kinds survive in times of conflict?</p> <p>How do we process and overcome conflict and trauma?</p> <p>How do we manage unprecedented experiences?</p> <p>How do our individual backgrounds and life experiences impact our ability to navigate conflict?</p> <p>Links to RE – statutory RSE, relationships and family, religion and life, Biblical imagery</p> <p>Links to PSHE – emotions and feeling</p> <p>Links to A Level Geography – Landscapes</p> <p>Links to A Level History – Britain post 1930 and the lasting impact of WWI</p> <p>Links to A Level Psychology – Psychoanalysis and Freud, memory, social influence, attachment, relationships</p> <p>Links to A Level RE – God vs humanity, the Epistemic fall</p>	
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*For students sitting exams in the 2022 summer series the comparison text is David Haig's *My Boy Jack*. This is the final series in which this text will be used for this section of the exam. The same content, skills, strategies, key questions and assessment topics apply.