

Curriculum Map: Year 13

WW1 and its Aftermath

Term	Components	Assessment Topics and deadlines
HT1	<p><u>Introduction to WW1 and Prose Extracts</u> 4 lessons per week – Ms. Johnstone</p> <p>Students will study a range of prose extracts (fiction and non-fiction) from different time periods that cover different aspects of WW1 and its aftermath as an introduction to the theme. Students will develop skills in responding to unseen prose extracts.</p> <ol style="list-style-type: none"> 1. N/A – Inset days 2. Introduction to Year 13 and Introduction to Paper 2 and WW1 3. Regeneration and A Brass Hat 4. All Quiet On The Western Front 5. Regeneration and Birdsong 6. Goodbye To All That 7. Assessment on WW1 Unseen Prose and WW1 Poetry anthology 8. Revision of A Level Paper 1 <p><u>Up the Line to Death</u> 2 lessons per week – Mrs. Burton</p> <p>Students study a range of WW1 poetry. Study focuses on: subject matter; voice; attitudes and ideas; poetic structure; imagery and sound effects. Students will consider the representations of WW1 and its aftermath in the anthology and how this reflects the time in which the poems were written.</p> <ol style="list-style-type: none"> 1. N/A – Inset Days 2. Introduction / Prelude 3. Happy is England Now 4. Field Manoeuvres 5. Tipperary Days 6. Essay skills and revision 7. Tipperary Days (continued) 8. To Unknown Lands 	<p>A-level Paper 2: <u>Section A: Poetry set text</u> Examine the view that _____.</p> <p>[25 marks]</p> <p>A-level Paper 2: <u>Section B1: Unseen Prose</u></p> <p>Explore the significance of _____ in this extract.</p> <p>Remember to include in your answer relevant detailed analysis of the ways _____ shapes meaning.</p> <p>[25 marks]</p> <p><u>Ongoing Non Exam Assessment:</u></p> <p>Students will write a comparative critical study of two texts. The word count is 2,500 words.</p> <p>Skills focus:</p> <ul style="list-style-type: none"> • Application and evaluation of critical views • Extended comparative essay writing skills • Academic referencing • Construction of an academic bibliography
HT2	<p><u>All Quiet on the Western Front</u> 4 lessons – Ms. Johnstone</p> <p>Students study Erich Maria Remarque's novel <i>All Quiet on the Western Front</i>. Study focuses on analysis of narrative structure,</p>	<p>A-level Paper 2: <u>Section A: Poetry set text</u> Examine the view that _____.</p> <p>[25 marks]</p>

	<p>characterisation, significance of time and place, point of view, and context.</p> <ol style="list-style-type: none"> 1. Introduction to the text and its context 2. Narrative structure 3. Characterisation 4. Characterisation 5. Time and place 6. Point of view 7. Essay writing skills and exam practice <p><u>Up the Line to Death</u> 2 lessons – Mrs. Burton</p> <p>Continued from HT1.</p> <ol style="list-style-type: none"> 1. Home Front 2. Death's Kingdom 3. Death's Kingdom (continued) 4. A Bitter Taste 5. Behind the Lines 6. O Jesus Make It Stop 7. O Jesus Make It Stop (continued) 	<p><u>A-level Paper 2:</u> <u>Section B1: Unseen Prose</u></p> <p>Explore the significance of _____ in this extract.</p> <p>Remember to include in your answer relevant detailed analysis of the ways _____ shapes meaning.</p> <p>[25 marks]</p> <p><u>A-level Paper 2:</u> <u>Section B2: Drama and Prose</u> <u>Contextual Linking</u></p> <p>Compare the significance of _____ in two texts you have studied. Remember to include reference to how meanings are shaped in the texts you are comparing.</p> <p>[25 marks]</p> <p>Students will only write on All Quiet at this point as we have not yet covered comparison text.</p> <p>This assessment will function as Year 13 mock.</p>
	Mock Exam: A-level Paper 2 (see details above)	
HT3	<p><u>My Boy Jack</u> 4 lessons – Ms. Johnstone</p> <p>Students study David Haig's play <i>My Boy Jack</i>. Study focuses on analysis of dramatic structure; stagecraft; dramatic characterisation and dramatic speech and language. Students will consider the representation of key aspects of WW1 and its aftermath, how this reflects the time in which it was written and how this compares to other reading from this period. Students will develop comparative essay writing skills using <i>My Boy Jack</i> and <i>All Quiet on the Western Front</i>.</p> <ol style="list-style-type: none"> 1. Introduction to the text and its context 2. Reading the text 3. Dramatic structure 4. Characterisation 5. Stagecraft 6. Comparative essay skill 	<p><u>A-level Paper 2:</u> <u>Section A: Poetry set text</u> Examine the view that _____.</p> <p>[25 marks]</p> <p><u>A-level Paper 2:</u> <u>Section B1: Unseen Prose</u></p> <p>Explore the significance of _____ in this extract.</p> <p>Remember to include in your answer relevant detailed analysis of the ways _____ shapes meaning.</p> <p>[25 marks]</p> <p><u>A-level Paper 2:</u></p>

	<p><u>Up the Line to Death</u> 2 lessons – Mrs. Burton</p> <p>Continued from HT1 and HT2.</p> <ol style="list-style-type: none"> 1. At Last, At Last! 2. Epilogue and consolidation 3. Comparative essay writing 4. Comparative essay writing 5. Exam Practice 6. Exam Practice 	<p><u>Section B2: Drama and Prose</u> <u>Contextual Linking</u></p> <p>Compare the significance of _____ in two texts you have studied. Remember to include reference to how meanings are shaped in the texts you are comparing.</p> <p>[25 marks]</p>
<p>HT4 / HT5</p>	<p>HT4 – 5 week half term HT5 – 7 week half term</p> <p><u>Revision and Exam Essay Writing Skills</u> 4 lessons – Ms. Johnstone 2 lessons – Mrs. Burton</p> <p>Revision:</p> <ul style="list-style-type: none"> • Students revise their set texts • Students revise key quotations for Paper 1, Section A closed-book exam • Students revise key passages from their set texts for close analysis in open-book exams • Students revise changing literary conventions and attitudes to the representation of love across time • Students revise the key events and movements which have influenced writers during WW1 and its aftermath • Students practise analysis of unseen poetry and unseen prose • Students revise connections between set texts to be used for comparative responses • Students respond to practise exam questions, including: writing of their own exam questions; annotation of exemplar scripts; pair planning and writing of exam responses before individual exam responses are written. 	<p>You will be assessed on A Level Paper 1 twice</p> <p><u>A-Level Paper 1:</u> <u>Section A: Othello</u></p> <p>Read the passage from <i>Othello</i>.</p> <p>Examine the view that, in this passage and elsewhere in the play, _____ is presented as _____</p> <p>[25 marks]</p> <p><u>A-level Paper 1:</u> <u>Section B: Unseen Poetry</u> Compare and contrast the presentation of love in the following poems: _____.</p> <p>[25 marks]</p> <p><u>A-level Paper 1:</u> <u>Section C: Comparing Texts</u></p> <p>Compare how the authors of two texts you have studied present aspects of _____.</p> <p>You must write about at least two poems in your answers as well as the prose text you have studied.</p> <p>Half Term 5: This assessment will function as Year 13 exam.</p>
<p>HT6</p>	<p><u>N/A as final exams</u></p>	