

What are the aims and intentions of this curriculum?

The aims of our Year 11 are:

- Development of advanced reading skills: The curriculum aims to enhance students' ability to comprehend and analyse complex literary and informational texts, including novels, plays, poems, articles, and essays.
- Improvement of writing proficiency: The curriculum focuses on refining students' writing skills, encouraging them to express their ideas effectively, develop coherent arguments, and apply appropriate grammar, vocabulary, and style.
- Enhancing critical thinking: The curriculum aims to foster students' analytical and evaluative thinking abilities, enabling them to engage critically with texts, identify biases, analyse arguments, and form evidence-based opinions.
- Expanding vocabulary and language proficiency: The curriculum includes activities that promote the acquisition of new vocabulary, encourage the use of precise and varied language, and enhance students' overall linguistic competence.
- Exploration of literary genres and forms: Students are exposed to various literary genres, such as fiction, drama, poetry, and non-fiction, to broaden their understanding of different narrative structures, literary techniques, and cultural contexts.
- Development of research skills: The curriculum encourages students to conduct independent research, locate reliable sources, evaluate information critically, and synthesize findings to support their writing and analysis.
- Appreciation of literature and its cultural significance: The curriculum aims to foster an appreciation for literature and its role in reflecting and shaping society, encouraging students to engage with diverse texts and recognize the cultural, historical, and social contexts that influence literary works.
- Effective oral communication: The curriculum provides opportunities for students to develop their speaking and listening skills, engage in group discussions, deliver presentations, and effectively communicate their ideas and opinions.
- Exam preparation: In many educational systems, Year 11 often culminates with standardized examinations. The curriculum is designed to prepare students for these assessments, equipping them with the necessary skills and knowledge to succeed in the English exams.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	Transition to Year 11 Introduction to Year 11 English Alliance Form Challenge	Core language and literary terminology • Retrieval of key GCSE vocabulary • Quotation recall and annotation • Analytical paragraph structure • Accurate spelling, punctuation and grammar • Independent reading and revision habits	Year 11 readiness • Baseline recall and diagnostic analysis • Essay planning and timed writing • Presentation and teamwork skills • Personal revision planning and target setting	Year 11 English baseline assessment English Alliance Year 11 Challenge
Autumn 1	Recall and Revise Language Paper 1 Section A Reading skills and section B writing skills	• Read and understand a range of texts from the 19th, 20th and 21st centuries • Write using Standard English and correct SPAG • Use a wide vocabulary • Listen to and understand spoken language and use spoken standard English effectively	• Essay writing and structuring • Memorising key themes, context, quotations and plot • Exam skills	Formative • Bi Weekly Assessments • Worksheets • Homework • Peer assessment

			Reading • Comprehension • Exploring plot, characters, themes • Critical reading • Understanding writers' use of language and structure • Evaluation of a writer's choices Writing • To describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view • Selecting key points; using quotations Standard English: accurate SPAG	• Student presentations • Self-marking exercises Summative • Class tests • Termly trial / mock examination
Autumn 2	Recall and revise Literature Paper 1 Section A Macbeth and B Jekyll and Hyde Or A Christmas Carol	• Context: Fear of scientific progress • Context: Robert Louis Stevenson • Context: Charles Dickens • Context: Deacon Brodie • Theme: The duality of human nature: • Pious means... • Degenerate means... • Hypocritical means... • Style and genre, novellas v novels, structure, good v evil, allegories, duality, alter-egos • Context and themes: Victorian London; child labour; compassion and forgiveness; isolation; transformation; rationality; memory and the past; guilt and blame	Reading: • Comprehension • Exploring plot, characters, themes • Critical reading • Understanding writers' social, historical and cultural contexts • Evaluation of a writer's choices Writing • To describe, explain, summarise, argue, analyse and evaluate, discussing and maintaining a point of view • Selecting key points; using quotations Standard English: accurate SPAG	Formative • Bi Weekly Assessments • Worksheets • Homework • Peer assessment • Student presentations • Self-marking exercises Summative • Class tests • Termly trial / mock examination
	Macbeth:	Viewpoint; Perspective; Argument; Rhetorical; Summary; Synthesis; Compare; Contrast; Discourse Marker Sentence patterns: 1 word 2 Simple 3 Compound (and/but/or) 4 Complex/subordinate 5 Subordinate with two (or	Reading: • Comprehension • Exploring plot, characters, themes • Critical reading	

		more) drop-in clauses 6 Compound-complex (a sentence with and/but/or and a subordinate clause) • Know the narrative of the play • Know quotations about Macbeth • Know quotations about Lady Macbeth • Know quotations about Banquo • Know quotations about Macduff • Know quotations about Duncan • Know quotations about the Witches • Understand the theme of ambition • Explain Shakespeare's perspective • Know how Jacobean society influenced the play • Understand the theme of gender • Understand the theme of power • Understand the theme of witchcraft • Understand the theme of prophecy • Understand the theme of hubris	• Understanding writers' social, historical and cultural contexts • Evaluation of a writer's choices Writing • To describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view • Selecting key points; using quotations • Standard English: accurate SPAG	
Spring 1	Worlds and Lives Anthology and Unseen Poetry	Poetic Themes: place, home, heritage, belonging, connection and identity nature; environment; urban life; migration; displacement; cultural heritage; inequality; community; memory; language; power; freedom; social and political change • Introduction to Comparison poetry, building on knowledge of forms studied during KS3, in addition to sonnets, elegies and ballads. • Metre, rhythm and verse form • Revision of additional elements including, caesura, Volta, enjambment and rhythm. • Examine the poets' use of language and structural techniques to create meanings; establish tone and mood and explore themes. Introduce techniques such as irony, sarcasm, pun, paradox, juxtaposition, assonance and sibilance, mirroring and structure	Reading Skills: Analytical Reading: Students learn to critically analyze poetry, identifying themes, literary devices, and poetic techniques used by the poets in the anthology. Interpreting Tone and Mood: They develop the ability to recognize and interpret the emotional tone and mood conveyed by the poems, enhancing their comprehension skills. Comparative Analysis: Students practice comparing and contrasting different poems within the anthology, honing their ability to make connections and draw meaningful comparisons. Inferential Reading: They learn to make inferences about the poets' intentions, motivations, and the historical or cultural context that influenced the poems.	Formative • Bi Weekly Assessments • Worksheets • Homework • Peer assessment • Student presentations • Self-marking exercises Summative • Class tests • Termly trial / mock examination • Paper 2 Section B: timed 30-mark Worlds and Lives comparison (named poem +

		- Identify and compare the ways poets present place, belonging, migration, nature, identity, community, inequality and changing social worlds. - Establish and evaluate poets' aims/messages, linking interpretations to relevant Romantic, historical, geographical, social and cultural contexts.	Close Reading: Students practice close reading techniques, examining the nuances of language, imagery, and symbolism in the poems to extract deeper meanings. Writing Skills: Critical Analysis Essays: Students develop the skill of crafting analytical essays that delve into the themes, characters, and literary techniques present in the poems, while providing evidence to support their arguments. Comparative Essays: They learn to write comparative essays that compare and contrast different poems from the anthology, showcasing their ability to identify similarities and differences. Interpretation and Inference: Writing about poetry encourages students to express their interpretations and inferences about the poems, strengthening their ability to articulate complex ideas. Academic communication: select precise evidence, organise comparative arguments and explain complex interpretations clearly and concisely. Independent revision: build comparison grids and thematic links across all 15 Worlds and Lives poems, selecting the strongest poem for a given question.	one other from the cluster), assessing AO1, AO2 and AO3; Section C unseen-poetry practice.
Spring 2	Recall and revise English Literature Paper 2 An Inspector Calls	- Exploration of elements of literature including development of setting, character, plot, conflict and themes and the writer's use of language and structural techniques, including the use of figurative language and tropes to convey meaning - Discuss the themes and context of the texts: home and class experience; masculinity, violence and death; language culture and norms; displacement and marginalisation; oppression, capitalism and entrapment; the complexities of gender, class and identity.	- Essay writing and structuring - Memorising key themes, context, quotations and plot Exam skills Reading: - Comprehension - Exploring plot, characters, themes - Critical reading	Formative - Bi Weekly Assessments - Worksheets - Homework - Peer assessment - Student presentations - Self-marking exercises

		- Establish and examine life lessons conveyed by the author through the characters and series of events. - Implicit and explicit meaning	- Understanding writers' social, historical and cultural contexts - Evaluation of a writer's choices Writing - To describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view - Selecting key points; using quotations - Standard English: accurate SPAG	Summative - Class tests - Termly trial / mock examination
Summer 1	Recall and Revise Language Paper 2 Section A Reading skills and section B writing skills	- Outline the structure of letters and newspaper articles, including heading and sub-headings; attention grabbing openings; development of the body; closing; anecdotal references; - Create letters and articles, utilising appropriate structures and techniques. - Pinpoint target audience and purpose of various nonfiction forms of writing, including advertisements, newspaper articles and editorials	Reading: - Comprehension - Exploring plot, characters, themes - Critical reading - Understanding writers' social, historical and cultural contexts - Evaluation of a writer's choices Writing - To describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view - Selecting key points; using quotations - Standard English: accurate SPAG	Formative - Bi Weekly Assessments - Worksheets - Homework - Peer assessment - Student presentations - Self-marking exercises Summative - Class tests - Termly trial / mock examination