

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
Autumn 1	Recall and Revise Language Paper 1 Section A Reading skills and section B writing skills	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Essay writing and structuring • Memorising key themes, context, quotations and plot • Exam skills <p>Reading</p> <ul style="list-style-type: none"> • Comprehension • Exploring plot, characters, themes • Critical reading • Understanding writers' use of language and structure • Evaluation of a writer's choices 	<p>Formative</p> <ul style="list-style-type: none"> • Bi Weekly Assessments • Worksheets • Homework • Peer assessment • Student presentations • Self-marking exercises <p>Summative</p> <ul style="list-style-type: none"> • Class tests

			<p>Writing</p> <ul style="list-style-type: none"> To describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view Selecting key points; using quotations <p>Standard English: accurate SPAG</p>	<ul style="list-style-type: none"> Termly trial / mock examination
<p>Autumn 2</p>	<p>Recall and revise Literature Paper 1 Section A Macbeth and B Jekyll and Hyde Or A Christmas Carol</p> <p>Macbeth:</p>	<ul style="list-style-type: none"> 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 <p>Viewpoint; Perspective; Argument; Rhetorical; Summary; Synthesis; Compare; Contrast; Discourse Marker</p> <p>Sentence patterns: 1 word 2 Simple 3 Compound (and/but/or) 4 Complex/subordinate 5 Subordinate with two (or more) drop-in clauses 6 Compound-complex (a sentence with and/but/or and a subordinate clause)</p> <ul style="list-style-type: none"> Know the narrative of the play Know quotations about Macbeth 	<p>Reading:</p> <ul style="list-style-type: none"> Comprehension Exploring plot, characters, themes Critical reading Understanding writers' social, historical and cultural contexts Evaluation of a writer's choices <p>Writing</p> <ul style="list-style-type: none"> To describe, explain, summarise, argue, analyse and evaluate, discussing and maintaining a point of view Selecting key points; using quotations Standard English: accurate SPAG <p>Reading:</p> <ul style="list-style-type: none"> Comprehension Exploring plot, characters, themes Critical reading Understanding writers' social, historical and cultural contexts Evaluation of a writer's choices 	<p>Formative</p> <ul style="list-style-type: none"> Bi Weekly Assessments Worksheets Homework Peer assessment Student presentations Self-marking exercises <p>Summative</p> <ul style="list-style-type: none"> Class tests Termly trial / mock examination

		<ul style="list-style-type: none"> • 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 	<p>Writing</p> <ul style="list-style-type: none"> • 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	Unseen Love & Relationships	<p>Poetic Themes: Love, relationships; nature; distance; death; memory; aging; memory; possession; passivity; loss; longing; heartbreak; control; fear; regret; possession</p> <ul style="list-style-type: none"> • 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 • Identify and comment on various images/ ideas and experiences explored by the poet: power of nature; childhood experiences; nostalgia • Establish and evaluate poet's aims/message in presenting each poem 	<p>Reading Skills:</p> <p>Analytical Reading: Students learn to critically analyze poetry, identifying themes, literary devices, and poetic techniques used by the poets in the anthology.</p> <p>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.</p> <p>Comparative Analysis: Students practice comparing and contrasting different poems within the anthology, honing their ability to make connections and draw meaningful comparisons.</p> <p>Inferential Reading: They learn to make inferences about the poets' intentions, motivations, and the historical or cultural context that influenced the poems.</p> <p>Close Reading: Students practice close reading techniques, examining the nuances</p>	<p>Formative</p> <ul style="list-style-type: none"> • Bi Weekly Assessments • Worksheets • Homework • Peer assessment • Student presentations • Self-marking exercises <p>Summative</p> <ul style="list-style-type: none"> • Class tests • Termly trial / mock examination

			<p>of language, imagery, and symbolism in the poems to extract deeper meanings.</p> <p>Writing Skills:</p> <p>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.</p> <p>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.</p> <p>Interpretation and Inference: Writing about poetry encourages students to express their interpretations and inferences about the poems, strengthening their ability to articulate complex ideas.</p> <p>Effective Use of Literary Devices: Students can incorporate literary devices such as simile, metaphor, and symbolism into their own writing, enhancing their creative and descriptive writing skills.</p> <p>Crafting Poetry: Studying poetry can inspire students to write their own poems, allowing them to experiment with rhyme, meter, and other poetic techniques, fostering their creativity and self-expression.</p>	
<p>Spring 2</p>	<p>Recall and revise English Literature Paper 2</p> <p>An Inspector Calls</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Essay writing and structuring • Memorising key themes, context, quotations and plot <p>Exam skills</p>	<p>Formative</p> <ul style="list-style-type: none"> • Bi Weekly Assessments • Worksheets • Homework

		<ul style="list-style-type: none"> • 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. • Establish and examine life lessons conveyed by the author through the characters and series of events. • Implicit and explicit meaning 	<p>Reading:</p> <ul style="list-style-type: none"> • Comprehension • Exploring plot, characters, themes • Critical reading • Understanding writers' social, historical and cultural contexts • Evaluation of a writer's choices <p>Writing</p> <ul style="list-style-type: none"> • To describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view • Selecting key points; using quotations • Standard English: accurate SPAG 	<ul style="list-style-type: none"> • Peer assessment • Student presentations • Self-marking exercises <p>Summative</p> <ul style="list-style-type: none"> • Class tests • Termly trial / mock examination
<p>Summer 1</p>	<p>Recall and Revise Language Paper 2 Section A Reading skills and section B writing skills</p>	<ul style="list-style-type: none"> • 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 	<p>Reading:</p> <ul style="list-style-type: none"> • Comprehension • Exploring plot, characters, themes • Critical reading • Understanding writers' social, historical and cultural contexts • Evaluation of a writer's choices <p>Writing</p> <ul style="list-style-type: none"> • To describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view • Selecting key points; using quotations • Standard English: accurate SPAG 	<p>Formative</p> <ul style="list-style-type: none"> • Bi Weekly Assessments • Worksheets • Homework • Peer assessment • Student presentations • Self-marking exercises <p>Summative</p> <ul style="list-style-type: none"> • Class tests • Termly trial / mock examination