

English Year 11 2025-2026 Curriculum Overview



Year 11 Overview

In KS4 (Years 10 and 11) the main focus for students is the detailed study of their Literature set texts in order to prepare adequately for the closed book exams. For Paper 1 students will study 'Macbeth' and 'A Christmas Carol' and for Paper 2 students will study 'An Inspector Calls' and the 15 'Power & Conflict' poems as well as prepare for an unseen poetry assessment. Students also focus on being able to confidently use key Literature terminology to give them the tools for their analysis. In addition to preparation for their Literature exams, pupils will also be studying for English Language Paper 1 and Paper 2. Pupils will be given a range of fiction and non-fictional texts to study and develop their language analysis skills. At the end of Year 10, students will be assessed for the Spoken Language endorsement as part of their final GCSE English Language study. The skills we are focusing on in Year 10 are skills that pupils have already covered in KS3 but with more specific focus on exam technique.

The GCSE work is still clearly focused on the 'Golden Threads' that underpin every element that the English Department focus on – Narration, Description, Audience, SPaG, Analysis, Metaphor, Context, Poetry, Shakespeare and Immersion in Literature

Throughout the term students ability to use the skills and knowledge is regularly checked through the 'Big Write' approach. This takes place every Friday and allows teachers to provide regular support and feedback to the students.

Rationale

The curriculum is structured and sequenced so that students can develop their knowledge and refine skills which are transferable throughout the English curriculum. For example, students start by exploring extracts which require close analysis of language, enabling them to develop:

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- inference skills (Golden Thread 'Analysis'); knowledge of word classes; the etymology of words; subject terminology; word connotations; (Golden Thread 'SPaG') the impact of language choices (Golden Thread 'Metaphor'); 'zooming-in' on language to unpick meaning (Golden Thread 'Analysis').

These skills subsequently feed into other areas of the English curriculum and enable students to approach later questions such as, the structure of a text, with more confidence. Students are also able to apply the same analysis skills to their study of literature. By starting with smaller, scaffolded extracts, students will develop and refine their approach and build confidence when analysing longer literary texts such as *A Christmas Carol*, *Macbeth* and *An Inspector Calls* (Golden Threads – Context, Immersion in Literature, Shakespeare, Analysis, Audience). Furthermore, the language-analysis and literacy skills which students develop and refine at the start of Year 10 are transferable to other areas of the school curriculum.

The study of texts such as *A Christmas Carol* also links effectively to the students' study of Language Paper 2 which focuses on 19th century extracts. Literature and language are thus interleaved so that students can apply knowledge and transfer skills across language and literature.

Through the study of the writer's craft and by exploring how writer's present a viewpoint, students can apply their knowledge and skills for their own extended writing tasks in section B of both language papers. The curriculum is sequenced so that students can reflect on the methods they have used to analyse and write about language and then apply them to produce a piece of narrative / descriptive writing and an individual viewpoint task.

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Term	Themes/ Topics	Key Knowledge & Skills	Key Assessments
Autumn	GCSE Language Paper 1 & 2 Revision (Language Paper 2 to start to match Mocks) GCSE Lit Paper 2 Modern Text 'An Inspector Calls' AIC Knowledge Organiser	Literature Paper 2 AO1 – Read, understand and respond to texts. AO2 – Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology. AO3 – Show understanding of the relationships between texts and the contexts in which they were written. AO4 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Specific Vocabulary (Literature Paper 2) Responsibility, Socialism, Capitalism, Class, Inequality, Morality, Conscience, Guilt, Justice, Power, Gender, Patriarchy, Hierarchy, Industrialisation, Edwardian society, Post-war Britain, Collective responsibility, Wealth, Exploitation, Change Language Paper 1 & 2 – see Year 10 overview for AOs. Homework Educake tasks – set centrally to support <i>Big Writes</i> and Mock Exams.	Big Writes for Language & Literature set centrally. Mock Exams – Language Paper 2 and Literature Paper 2 (adapted version)

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Spring Term	Revisit Language Paper 1 & 2 Overview of all questions on both Reading and Writing Sections of Paper 2 GCSE Lit Paper 2 P & C Poetry (final 11 poems) & Unseen Poetry Revision P & C Knowledge Organiser	Language Paper 1 & 2 – see Year 10 overview for AOs. Homework Educake tasks – set centrally to support <i>Big Writes and Mock Exams</i>. Key Skills Literature Paper 2 AO1 – Read, understand and respond to texts. AO2 – Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology. AO3 – Show understanding of the relationships between texts and the contexts in which they were written. AO4 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Homework Educake tasks – set centrally to support <i>Big Writes and Mock Exams</i>.	Each question assessed through peer and self as well as teacher via timed responses through 'Big Write' process. Mock Exam for Language Paper 1 and Literature Paper 1 Language Paper 2 and Literature Paper 2 mock exam formally assessed by teacher through 'Big Write' process.

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Summer	Tailored revision based on Assessment and Exam information.	See all above	Big Writes selected by Class Teachers GCSE Exams

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**Summer
Term
31-38
(Summer
2)**

Key Skills

AO1 – Understanding Texts

- Read and understand texts
- Identify clear (explicit) and hidden (implicit) ideas

AO2 – Analysing Methods

- Explain how writers use:
 - language
 - form
 - structure
- Use subject terminology correctly

AO3 – Context

- Understand how texts link to the time and context they were written in

Key Vocabulary

- Context
- Alliteration
- Enjambment
- Caesura
- Hyperbole

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- Sibilance
- Rhetorical questions
- Anaphora
- Hypophora
- Rhyme
- Free verse
- Blank verse
- Iambic pentameter
- Structure

Language Paper 2

Section A: Reading (Non-Fiction)

AO1

- Identify and understand ideas
- Use evidence from more than one text

AO2

- Explain how writers use language and structure
- Show how they affect the reader

AO3

- Compare ideas and viewpoints across texts

AO4

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- Evaluate texts (give your opinion)
- Support your ideas with evidence

Section B: Writing to Persuade

AO5 – Communication

- Write clearly and effectively
- Adapt tone and style for:
 - purpose
 - audience
- Organise ideas clearly

AO6 – Accuracy

- Use a range of vocabulary

EOY Exams for Language Paper 1 and Literature Paper 1.

Big Writes focused on Language Paper 2 and Literature Paper 2.

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Golden Threads & What Makes a Good English Student?

A good English student must be competent with every key aspect of English. We have defined these key aspects as our 'Golden Threads' and these pull through our entire secondary curriculum. Whilst they may not be explicitly mentioned on the overview, we have mapped these across the Schemes of Learning, and we feel that if a student feels confident with these 10 key aspects then they will be a successful English student –

Narration, Description, SPaG, Immersion in Literature, Analysis, Audience, Metaphor, Poetry, Context and (of course) Shakespeare.