

ENGLISH Year 11 2023-2024 Curriculum Overview



Year 11 Overview

In Year 11 the focus is on preparing for the English Language and Literature exams. For language, the skills needed for the reading section are synthesis, use of language, analysis of structure, comparison and evaluation. For the writing section students must be able to write for a variety of audiences on a given topic in both a creative task and a viewpoint piece. The skills they need to demonstrate here are content and organisation and technical accuracy. For Literature, there is one final text to study 'An Inspector Calls' which allows for a return to previous contextual knowledge and also to look at the issues of a patriarchal society. 'An Inspector Calls' challenges the status quo both in terms of content, context and delivery on stage. The focus on socialism and the ideals set by the Inspector builds a breadth of knowledge within our lessons, which helps their revision of the other key texts that we have studied in Year 10. In the terms of the other texts, the main focus is on demonstrating an understanding of main themes, ideas, character; use of quotation and reference to text to support interpretations in closed book conditions; analysis of language; personal interpretation and response (Golden Threads – all needed)

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p style="text-align: center;">1-6 (Autumn 1)</p>	<p>Revisiting GCSE Language Paper 2</p> <p>GCSE Lit Paper 2 Poetry Anthology 'Power & Conflict'</p> <p>Poems taught in pairs with a weekly comparison task</p>	<p>Key Skills - Reading - Focus on a variety of pairs of texts from C19th/C20th/C21st covering nonfiction and literary non-fiction: Language (AO2). Synthesis (AO1). Comparison (AO3). 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 where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Specific vocabulary - Evaluate, identify, interpret, explicit, implicit, context, alliteration, enjambment, caesura, hyperbole, sibilance, rhetorical questions, anaphora, hypophora, rhyme, free verse, blank verse, iambic pentameter, compare, structure, grammar, perspective, rhetoric, lexical field, semantic field.</p> <p>Homework - Revision for Mocks</p>	<p>DP - Each question assessed through peer and self-assessment as well as teacher via timed responses.</p> <p>Assessment - Lang Paper 2 mock exam formally assessed. Lit Paper 1 and 2 mock formally assessed.</p>
<p style="text-align: center;">7-13 (Autumn 2)</p>	<p>Revisiting GCSE Lit Paper 1 19th Century novel 'A Christmas Carol'</p> <p>Language Paper 2 writing skills</p>	<p>Key Skills - Understanding of main themes, ideas, character. Critical response. Personal interpretation and response. Use of quotation and reference to text to support interpretations in closed book conditions. Analysis of language. Weekly Language Paper 2 writing focus connected to Lit text. Planning and crafting. Structure for impact. Accuracy. How might opinion writing also help inform a good literature response?</p> <p>Specific vocabulary - Evaluate, identify, interpret, explicit, implicit, compare, structure, grammar, perspective, rhetoric, lexical field, semantic field, Dickensian, Victorian, context, authorial intent, capitalism, Malthusian economic theory, socialism, thematic, allegory, antithesis, zeitgeist.</p> <p>Homework -</p>	<p>DP - Weekly extract analysis tasks and end of unit assessment on novel under timed conditions</p> <p>DP - Assessment of writing to present a point of view.</p> <p>Assessment - Language Paper 2 identified questions for each class based on mocks. Assessment -</p>

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		GCSEPod – set by class teacher	Literature Paper 1 ACC only.
14-18 (Spring 1)	Revisiting GCSE Language Paper 1 Study of 'An Inspector Calls' AIC Knowledge Organiser	<p>Key Skills - Paper 1 C20th/C21st century fiction. Teaching focus: Identify and interpret explicit and implicit information and ideas (Lg-AO1). Analysis of how writers use language and structure (Lg-AO2). Critical evaluation (Lg-AO4). Textual references. Linked to text of AIC. Study entire play, focusing on the influence of context on the writing of the play. Read the whole play and study key extracts to ensure understanding. Clear focus on question response, using regular recall to ensure quotation knowledge. Understanding of main themes, ideas, character. Personal and critical interpretation and response. Use of quotation and references to text to support interpretations in responses with a focus on the analysis of language and subject specific terminology (SST). Context (emanating from the text) (Lt-AO1) (Lt-AO2) (Lt-AO3) (Lit-AO4)</p> <p>Specific vocabulary - Evaluate, identify, interpret, explicit, implicit, compare, structure, grammar, perspective, sensory, imagery, metaphor, simile, lexical field, semantic field, war, contextual, guilt, dramatic irony, aside, setting, cyclical, patriarchal, feminine, masculine, antithesis, socialism, capitalism.</p> <p>Homework - GCSEPod set by class teacher</p>	<p>DP - Reading –Paper 1. Writing – describe and narrate. DP – Questions on Character & Theme in AIC Assessment - on Character AIC Assessment - on Theme AIC</p>
19-24 (Spring 2)	Revisiting Lit Paper 2 Section B 'Power & Conflict' Poetry Preparation for Lit Paper 2 Section C 'Unseen poetry'	<p>Key Skills - Use the chosen cluster for taught poetry and take a skills development approach which students will need for the unseen section of the paper. Understanding the main ideas in the poems. Comparison, analysis of language and structure. Independent student interpretation and responses. Context (taught poetry only). (Lt-AO1) (Lt-AO2) (Lt-AO3)</p> <p>Specific vocabulary - Context, alliteration, enjambment, caesura, hyperbole, sibilance, rhetorical questions, anaphora, hypophora, rhyme, free verse, blank verse, iambic pentameter, structure.</p> <p>Homework - GCSEPod set by class teacher.</p>	<p>Assessment - Mock exam on taught poetry under timed conditions. Assessment - Mock exam on unseen poetry under timed conditions</p>

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25-30 (Summer 1)	Exam revision and final preparation for both GCSE Language and Literature	Key Skills Interleaving of all texts, skills and strategies. Teachers will determine the learning focus according to the needs of their students. Specific vocabulary – Review all covered throughout KS4. Homework - Revision	Exam practice in class and for homework.
31-38 (Summer 2)	GCSE Examinations		

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.