

English Language and Literature Year 11 (September 2023- 2024)

| | Autumn | | | | | | | | | | | | | | Spring | | | | | | | | | | Summer | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|--|---|--|------|------|---|----|---|----|----|---|----|---|------|----|--|----|---|----|----|----|----|----------|----|----|----|----|----|----|----|----|----|--|--|--|--|--|
| | Autumn 1 | | | | | | | Autumn 2 | | | | | | | Spring 1 | | | | | Spring 2 | | | | | Summer 1 | | | | | Summer 2 | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | | | | | |
| | | | | | | | | | | mock | mock | mock | Act | | 15 | | | | | mock | mock | | Act | | | | | | | | | | | | | | | | | | | | | |
| Topic | Language: Component 2 Reading Literary Non Fiction and transactional writing (6 weeks 24 lessons) | | | | | | | Literature (A Christmas Carol Jekyll and Hyde. (6 weeks 24 lessons inclusive of assessment)) | | | | | | | Literature: Unseen Poetry (3 weeks 12 lessons) (4 weeks 24 lessons) Literature: Poetry Anthology (1 Week 4 lessons) | | | | | Literature: Poetry Comparison and final Anthology poems (1 week 4 lessons) Literature: Revision Unit on Core Texts (4 weeks 16 lessons) | | | | | Language: Revision Unit English Language (4 weeks 16 lessons) | | | | | | | | | | | | | | | | | | | |
| Critical Prior Knowledge | Students will have tackled language analysis and evaluation skills in Year 10. This unit will build on this and introduce comparative skills. | | | | | | | Students will have covered whole text study with Modern Text and Shakespeare study and be familiar with contextualising literature through poetry anthology work. | | | | | | | Students will have studied two clusters from the poetry anthology and will be familiar with how to approach poetry. This unit will build on this and apply skills to unseen poetry ending with exploring remaining poems in the anthology. | | | | | Students will have completed their study of English Literature core and will now return to revise key aspects and refine exam techniques and essay writing skills. | | | | | Students will have completed their study of English Language GCSE and will now return to revised key aspects of the course and refine exam techniques | | | | | | | | | | | | | | | | | | | |
| Overall Intent (Big ideas and key concepts) | Exploration of literary non-fiction texts <ul style="list-style-type: none"> • Explicit and implicit information • Inference and Synthesis • Analysis • Comparison of perspectives Transactional Writing: <ul style="list-style-type: none"> • Speech • Article • Letter • Essay | | | | | | | Whole Text Study of A Christmas Carol <ul style="list-style-type: none"> • Biographical context • Victorian poverty/poor • Christmas • Family • Change and Redemption • Generosity v greed • Novel as a vehicle for social change Whole Text Study of Jekyll and Hyde <ul style="list-style-type: none"> • Biographical context • Victorian society and the Victorian Gentleman • Attitudes towards religion, science, addiction • Duality • Fin de Siecle novel | | | | | | | Unseen Poetry <ul style="list-style-type: none"> • Reading a poem for meaning • Poetic form and structure • Language devices and effects • Authorial intent and message Anthology: (dependent on poems left to be studied) <ul style="list-style-type: none"> • Contrasting attitudes to war • Power of nature and man • Identity | | | | | Texts that will be covered: <ul style="list-style-type: none"> • Romeo & Juliet or Macbeth • An Inspector Calls • A Christmas Carol or Jekyll & Hyde • Poetry Anthology | | | | | Skills that will be covered: <ul style="list-style-type: none"> • Week One: AO1 and AO2 style reading questions • Week Two: AO4 and AO3 style reading questions • Week Three: Narrative/ descriptive writing revision – planning and executing • Week Four: Transactional writing revision – form, structure, techniques and planning | | | | | | | | | | | | | | | | | | | |
| Essential Knowledge milestones (What students must master) | Propositional Knowledge <ul style="list-style-type: none"> ✓ Variety of literary non-fiction types ✓ Understanding authorial perspective ✓ Tone and style including irony ✓ Structural Features at whole text and sentence level ✓ Language features | | Procedural Knowledge (AO1, AO2, AO3 and AO4) <ul style="list-style-type: none"> ✓ Reading for meaning ✓ Selecting, retrieving and embedding quotations ✓ Inference ✓ Analysing language ✓ Developing explanations ✓ Constructing 10 mark responses ✓ Writing comparatively ✓ Writing for Purpose Audience and Form | | | | | Propositional Knowledge <ul style="list-style-type: none"> ✓ Plot ✓ Character ✓ Themes ✓ Structure and form ✓ Language Features ✓ Context (social, historical, literary and autobiographical) | | Procedural Knowledge (AO1 and AO2) <ul style="list-style-type: none"> ✓ Reading for meaning ✓ Selecting and retrieving quotations ✓ Analysing language ✓ Developing extended explanation ✓ Constructing an essay with clear thesis | | | Propositional Knowledge <ul style="list-style-type: none"> ✓ Context (social, historical, literary and biographical) ✓ poetic structure and form ✓ Language Features ✓ Authorial intention | | Procedural Knowledge (AO1, AO2 and AO3) <ul style="list-style-type: none"> ✓ Reading for meaning ✓ Selecting and retrieving quotations ✓ Analysing language ✓ Developing extended explanation ✓ Constructing an essay ✓ Embedding context | | | Propositional Knowledge <ul style="list-style-type: none"> ✓ Plot ✓ Character ✓ Plot ✓ Character ✓ Themes ✓ Structure and form ✓ Language Features ✓ Context (social, historical, literary and autobiographical) | | Procedural Knowledge (AO1 and AO2) <ul style="list-style-type: none"> ✓ Reading for meaning ✓ Selecting and retrieving quotations ✓ Analysing language ✓ Developing extended explanation ✓ Constructing an essay with clear thesis | | | Propositional Knowledge <ul style="list-style-type: none"> ✓ Variety of literary non-fiction types and fiction types ✓ Understanding authorial perspective ✓ Tone and style including irony ✓ Structural Features at whole text and sentence level ✓ Language features ✓ Writing creatively and transactionally for purpose audience and form | | Procedural Knowledge (AO1, AO2, AO3 and AO4) <ul style="list-style-type: none"> ✓ Reading for meaning ✓ Selecting, retrieving and embedding quotations ✓ Inference ✓ Analysing language ✓ Developing explanations ✓ Constructing 10 mark responses ✓ Writing comparatively ✓ Writing for Purpose Audience and Form | | | | | | | | | | | | | | | | | | | |
| Cultural Capital | Exposure to a wide range of 19 th and 21 st Century authors across a range of diverse topics including historical events. | | | | | | | Exposure to a wide range of 19 th and 21 st Century authors across a range of diverse topics including historical events (Dickens as a cultural commentator and advocate of social change Stevenson as a fin de siècle author reflecting cultural change, psychoanalysis and scientific advancement. | | | | | | | Unseen poetry unit to focus on diverse texts from range of poets. | | | | | See previous comments for units | | | | | See previous comments for units | | | | | | | | | | | | | | | | | | | |
| Mode of Retrieval | 1. Week 7: Core Knowledge Test Paper 2 Language | | | | | | | 1. Week 10: Paper 2 English Language Mock Exam 2. Week 11: An Inspector Calls English Literature Mock Exam | | | | | | | 1. Week 15: Core Test Victorian Literature 2. Week 15: Victorian Literature assessment 2. Week 20: Paper 1 English Language Mock Exam | | | | | 1. Week 21: Unseen Poetry English Literature Mock Exam | | | | | 1. One AO2 style response and one AO3 or AO4 style response (two 10 markers) 2. One written piece in timed conditions with self or peer assessment | | | | | | | | | | | | | | | | | | | |
| Homework | An Inspector Calls Revision Homework: Essay planning skills | | | | | | | Victorian Literature Consolidation: Seneca and KO tasks | | | | | | | Paper 1 English Language Deliberate Practice Booklet | | | | | Poetry Anthology Revision Booklet Weekly revision countdown provided 12 -1 tasks | | | | | Weekly revision countdown provided 12 – 1 tasks | | | | | | | | | | | | | | | | | | | |
| ECC Student Characteristics | Integrity; Power of Education; reflective practitioners; Tolerance and Empathy. The nature of the texts explore our integrity, compassion and responsibility towards one another within society. It examines key concepts of democracy, social responsibility, psychology and morality encouraging learners to empathise with those in different positions to themselves. | | | | | | | Integrity; Reflective Practitioners; Be Knowledgeable; Skilled in applying knowledge; In this unit, learners will hone their analytical skills and learn how to identify and discuss different perspectives on a range of topics. They will reflect on their previous learning and begin to apply their knowledge to more challenging texts, learning how to write critically and comparatively. | | | | | | | Tolerance and Empathy; Power of Education; Resilience; Be Knowledgeable; Deeply Understand; Skilled in applying knowledge. This study of taught and unseen poetry explores a range of different themes that allow learners to empathise and understand a multitude of different perspectives and feelings. It encourages them to be curious about the world around them and challenge received concepts. In this unit, learners will become increasingly skilled in applying their analytical knowledge and their comparative essay writing skills especially when responding to unseen texts | | | | | Be Knowledgeable; Deeply Understand; Skilled in applying knowledge; Resilience and Integrity. These revision units will focus learners on deepening their knowledge of content whilst developing their ability to apply this in an exam environment. This will demand resilience and integrity in terms of their approach to learning and homework. | | | | | | | | | | | | | | | | | | | | | | | | |
| Connection to future learning | Knowledge Interleaving: An Inspector Calls retrieval tasks integrated do it now tasks. | | | | | | | Knowledge interleaving: Poetry Anthology retrieval tasks integrated do it now tasks. | | | | | | | Knowledge retrieval: Shakespeare retrieval tasks integrated do in now tasks. | | | | | Knowledge retrieval: Quotation learning on core texts – fill five quotes at the start of each lesson – text, technique and missing word(s). embedded into lessons as part of revision unit. | | | | | | | | | | | | | | | | | | | | | | | | |

