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| **Year 11 Curriculum Overview [2024-2025]**  **English** | | | | | | |
| **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Blood Brothers** | Clear understanding of a modern drama | * Social & historical context of the play * Structure, genre and literary influences of the play * Characters and how they embody core values in society/symbolic meanings * Key themes through the play * Understanding of writers’ ideas and how they respond to ideas in society * Tier two vocab from the text and for understanding e.g. meritocratic, consumerism | Do now  Quote learning  Vocabulary list quiz | Reading for meaning and understanding  Explicit vocabulary instruction | Extensive vocabulary  Theatre or drama focused courses | MCQs, Formative essay on character/scene, Summative examination (mock exam) |
|  | Writing a literary essay in response to texts | * Using what, how, why to form ideas about texts * Introductory thesis statements (interleaving) * Developing an idea within a paragraph * Embedding quotations in sentences (interleaving) * Planning and sequencing ideas to form an argument (interleaving) * Tier 2 vocab around literary criticism e.g. upholds | Sentence completion tasks | Correct grammatical and sentence structures  Structuring whole texts | Accurate written expression | Summative examination (mock exam) |
|  | Understanding of Romeo and Juliet (interleaving) | * Thematic understanding of 5 core ideas from the play * Knowledge of imagery and motifs * Understanding of how character/themes develop over the play * Analysis of key themes and how they are conveyed * Understanding of tragic form and how it is used and adapted | Interleaving do now  Quote learning | Understanding of challenging reading material |  | Formative essay on theme |
|  | Understanding of A Christmas Carol (interleaving) | * Understanding of text’s structure * Understanding of key themes – class, family, social hierarchy * Analysis of character arc and how this conveys writers’ ideas | Interleaving do now  Quotation analysis  Quote learning | Reading comprehension | Reading skills | Formative essay on theme |
|  | Analysis of writers’ methods | * Knowledge of a range of language techniques * Knowledge of a range of structural techniques * Understanding of multiple meanings or connotations of a word/phrase or method * Knowledge of a range of methods used deliberately such as characterisation, setting, poetic form and motifs * Understanding of how to identify and comment on the effects of specific choices by writers * Understanding of contrasts and complements and how these affect the reader | Method analysis | Reading and crafting analytical sentences | Analytical skill and resilience | Summative exam |
|  | **Viewpoint writing** | * Knowledge of structuring arguments * Knowledge of vocabulary to build arguments/explanations * Knowledge of grammar * Understanding of forming a counter argument | Do now vocabulary list | Accuracy of written expression | Extended writing and developing opinions/knowledge of the world | Summative exam |
|  | **Reading fiction texts (interleaving)** | * Analysis of the use of language and structure in conveying writers’ meanings. * Evaluation of texts against others’ interpretations |  | Reading for meaning |  | Formative assessment |
|  | **Reading for Pleasure** | Opportunity to read a range of books related to the core course content |  |  |  |  |
| **Year 11 Curriculum Overview [2024-2025]**  **English** | | | | | | |
| **Spring**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Poetry** | Understanding of Power and Conflict Poetry | * Social and historical context * Understanding of poetic form * Understanding of writer’s ideas and intentions * Comparison of texts * Knowledge of the idea of literary movements and how texts respond to society | Do Now  Quote learning | Explicit vocabulary instruction  Comparative reading | Mastery of vocabulary | MCQs, formative assessment, Summative exam (mock) |
|  | Understanding of a range of poetry in preparation for the unseen paper | * Understanding of writers’ ideas * Interpretation of meanings from the text | Independent reading and interpretation | Grammatically secure sentence writing | Written literacy | Summative exam (mock) |
|  | Analysis of methods | * Identifying methods used by writers * Commenting on the effects of methods used by writers * Linking method analysis to big ideas and concepts of the texts |  | Crafting analytical sentences  Writing introductions and thesis statements | Analytical thinking and resilience | MCQs  Summative exam |
|  | Knowledge and understanding of exam questions and their format | * Knowledge of what is examined in each question * Understanding of WAGOLL | Do Now | Writing and structuring arguments  Oracy |  |  |
|  | Writing for different purposes (imaginative and transactional) | * Knowledge of vocabulary and structuring whole texts * Understanding structuring sentences and paragraphs | Vocab testing | Written literacy |  | Formative assessment |
|  | Knowledge of key evidence/references from previously studied texts | * Key quotes from BB * Key quotes from ACC * Key quotes from RJ | Do now |  |  | MCQs |
| **Year 11 Curriculum Overview [2024-2025]**  **English** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| All topics interleaved and revisited | Blood Brothers | AO1: Read, understand and respond to texts. Students should be able to:  maintain a critical style and develop an informed personal response  use textual references, including quotations, to support and illustrate interpretations.  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. | Do Now | Reading skills,  Writing skills | Resilience and independence  Time management |  |
|  | A Christmas Carol | AO1: Read, understand and respond to texts. Students should be able to:  maintain a critical style and develop an informed personal response  use textual references, including quotations, to support and illustrate interpretations.  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. |  |  |  |  |
|  | Power and Conflict Poetry | AO1: Read, understand and respond to texts. Students should be able to:  maintain a critical style and develop an informed personal response  use textual references, including quotations, to support and illustrate interpretations.  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. |  | Accuracy of written literacy |  |  |
|  | Romeo and Juliet | AO1: Read, understand and respond to texts. Students should be able to:  maintain a critical style and develop an informed personal response  use textual references, including quotations, to support and illustrate interpretations.  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. |  |  |  |  |
|  | Unseen Poetry | AO1: Read, understand and respond to texts. Students should be able to:  maintain a critical style and develop an informed personal response  use textual references, including quotations, to support and illustrate interpretations.  AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. |  |  |  |  |
|  | Language – reading | AO1:  identify and interpret explicit and implicit information and ideas  select and synthesise evidence from different texts  AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views  AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts  AO4: Evaluate texts critically and support this with appropriate textual references |  |  |  |  |
|  | Language - writing | AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts  AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |  |  |  |  |