



Year 11 Curriculum Summary



When?	Knowledge	Understanding	Unit Assessment
Autumn Term	<p>Explorations in Nonfiction Reading and Writing</p> <p>A Christmas Carol</p> <p>An Inspector Calls</p> <ul style="list-style-type: none">• Students build on and mature fiction reading and writing skills. <p><i>Students will develop the skills of:</i></p> <ul style="list-style-type: none">• <i>Inference</i>• <i>Analysis</i>• <i>Evaluation</i>• <i>Descriptive/narrative</i>• One lesson per fortnight is spent revising and practising example questions for 'A Christmas Carol'. <p><i>Students will develop the skills of:</i></p> <ul style="list-style-type: none">• <i>Inference</i>• <i>Analysis</i>• <i>Comparison</i>• <i>Writing to persuade, inform, advise</i> <p><i>A Christmas Carol: Students will gain an understanding of:</i></p> <ul style="list-style-type: none">• <i>The plot, characters and setting of the novella.</i>• <i>Character development.</i>• <i>Key themes in the novella: redemption, Christian values, family, time, greed, forgiveness, social equality</i>	<p>Language 'Big Questions':</p> <p>How can I select and synthesise evidence from texts?</p> <p>How do I identify and interpret explicit and implicit information and ideas?</p> <p>How do writers use language and structure to achieve effects?</p> <p>How do I compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts?</p> <p>How can I describe effectively?</p> <p>How can I use structural and grammatical features to support coherence and cohesion in my writing?</p> <p>How can I use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation?</p> <p>How do I proof read and edit?</p>	<p>Assessment 1: October GCSE Language Paper 2 modelled on exams</p> <p>Assessment 2: November/December mock exams GCSE Language Paper 1 modelled on exams</p> <p>'An Inspector Calls' 'A Christmas Carol' Poetry</p>



	<ul style="list-style-type: none">• <i>The methods used by the playwright: characterisation, symbolism, juxtaposition, structure, personification, pathetic fallacy, dialogue, humour.</i>• <i>Contextual factors explored: life in Victorian England, life for the rich and poor, the 1834 Poor Law and workhouses, child labour.</i>• <i>The playwright's intentions.</i> <p><i>'Power & Conflict – Poetry Anthology':</i></p> <ul style="list-style-type: none">• <i>Students read and explore poems from the anthology</i>• <i>Students explore a range and themes and contexts</i>• <i>Students practise analysis questions of poems, exploring how poets convey a particular theme.</i>• <i>Exploration of poetic techniques and their effect.</i>• <i>Students practise comparison questions by comparing the viewpoint, images and structure of 2 poems on the same theme/topic</i>		
<p>Spring Term</p>	<p>Explorations in Fiction Reading and Writing</p> <p>'Macbeth'</p> <p>Unseen Poetry'</p> <ul style="list-style-type: none">• Students build on both fiction and nonfiction reading and writing skills.• Time is spent equally between final revision of Paper 1 and Paper 2.	<p>Language 'Big Questions:</p> <p>How can I select and synthesise evidence from texts?</p> <p>How do I identify and interpret explicit and implicit information and ideas?</p> <p>How do writers use language and structure to achieve effects?</p>	<p>Assessment 3: GCSE Language Paper 2 modelled off exam papers.</p> <p>Assessment 4: Unseen poetry component 'Macbeth' question</p>



- Literature lessons are spent revising and practising example questions for 'Macbeth' and the unseen poetry component.

Language P2: Students will gain an understanding of:

(as above)

Students will develop the skills of:

- *Inference*
- *Analysis*
- *Evaluation*
- *Descriptive/narrative*

Macbeth:

- *The plot, characters and setting of the play.*
- *Character development.*
- *Key themes in the play: ambition, guilt, power, the supernatural, Kingship, natural order, society.*
- *The methods used by the playwright: imagery, contrast, characterisation, symbolism, soliloquies, stage directions,*
- *Contextual factors explored: The Divine Right of Kings, Great Chain of Being, Regicide, the supernatural, King James I, etc.*
- *The playwright's intentions.*

Unseen Poetry:

- *Students practise analysis questions of unseen poems, exploring how poets convey a particular theme.*
- *Exploration of poetic techniques and their effect.*
- *Students practise unseen comparison questions by*

How do I compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts?

How can I describe effectively?

How can I use structural and grammatical features to support coherence and cohesion in my writing?

How can I use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation?

How do I proof read and edit?



	<p><i>comparing the viewpoint, images and structure of 2 poems on the same theme/topic.</i></p>		
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Summer Term

Language fiction and non-fiction

'An Inspector Calls'

'Macbeth'

'A Christmas Carol'

Unseen Poetry

- Students spend 2 weeks revising final components of each Literature texts, with alternation every 2 weeks of Paper 1 and Paper 2.

Language Paper 1:

(As above)

Literature:

(As above)

GCSE exams



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