

<p style="text-align: right;"><u>CNCS</u> <u>Year 11 English: Curriculum Overview</u></p>			
<p>Rationale: In Year 11 students will work towards completing their GCSE English Literature qualification (Eduqas specification) and constructing exam style responses building on prior learning in KS3 and understand how to approach all aspects of the <u>Assessment Objectives</u></p>			
<p>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. 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.</p>			
<p><u>A learner in Year 11 will know:</u> The context, plot, characters, key themes and some quotations of the following GCSE texts:</p> <ul style="list-style-type: none"> <li>• An Inspector Calls (Priestley)</li> <li>• A Christmas Carol (Dickens)</li> <li>• Macbeth (Shakespeare)</li> <li>• Poetry Anthology (Eduqas-18 poems)</li> </ul> <p>Knowledge of how to read, understand and analyse unseen poetry</p>			<p><u>A learner in Year 11 will be able to:</u></p> <ul style="list-style-type: none"> <li>• Write fluently and accurately</li> <li>• Maintain a critical style and accurate grammar</li> <li>• Analyse writers' language and structure</li> <li>• Recall a wide range of literary texts and their relationships</li> </ul>
Term	Outline	Assessment	Home Learning
1.1 An Inspector Calls (8 weeks)	<p><u>An Inspector Calls</u></p> <p>Students will be introduced to English Literature requirements and focus on their study of An Inspector Calls. Students will know the context, plot, key characters and themes and be able to approach exam style questions and link their ideas to Priestley's intentions. Where appropriate, students will be able to identify and analyse writer's craft and key dramatic devices to develop their own critical response.</p>	<p>Pit Stop 1: Extract analysis (15 marks)</p> <p>Quotation test (peer assessed) – RAG rated</p> <p>End Assessment: Essay response (35 + 5 SPAG = 40 marks)</p>	<p>Educake: An Inspector Calls revision activities</p> <p>Ongoing: Poetry anthology</p>
1.2 A Christmas Carol (5 weeks)	<p><u>A Christmas Carol</u></p> <p>Students to understand the narrative of 19th Century Novel. Students will explore Dickens' use of literary techniques to explore key themes in the novel. Students will develop their critical writing skills with a focus on exploring social/historical influences.</p>	<p>Pit Stop 1: Extract analysis (15 marks)</p> <p>Quotation test (peer assessed) – RAG</p> <p>End Assessment: Essay response (40 marks)</p> <p>November Mocks: Comp 2 Paper</p>	<p>Educake: A Christmas Carol revision activities</p> <p>Ongoing: Poetry anthology</p>

1.2 & 2.1 Macbeth (6 weeks – 2 weeks in 1.2 and 4 weeks in 2.1)	<p><u>Macbeth</u></p> <p>Students to understand the narrative of the play text Macbeth. Students will explore Shakespeare's use of dramatic techniques to explore key themes in the play. Students will develop their critical writing skills with a focus on exploring social/historical influences.</p>	<p>Pit Stop 1: Extract analysis (15 marks)</p> <p>Quotation Text (peer assessed – RAG)</p> <p>End Assessment: Essay Response (25 marks)</p> <p>Feb Mocks: Component 1 Paper</p>	<p>Educake: Macbeth</p> <p>Ongoing: Poetry (Unseen)</p>
2.2 Poetry Revision (Anthology and Unseen) (5 weeks)	<p><u>Poetry (Anthology and Unseen)</u></p> <p>The students will understand 18 named Anthology poems and develop their ability to infer and analyse poetry with a focus on the themes of war, conflict, identity, nature, power &amp; prejudice, love, relationships. Students will study a poetry from across different time periods and will evaluate the writers' intentions in relation to poetic movements (Romantic etc) as well as historical context (WW1, etc).</p> <p>The students will develop their ability to infer, analyse and compare poetry that is unseen. Students will use prior knowledge of Power &amp; Conflict to evaluate meanings of language.</p>	<p>Pit Stop 1: Poem analysis (15 marks)</p> <p>Pit Stop 2: Poem analysis (15 marks)</p> <p>Quotation test (peer assessed) – RAG</p> <p>End Assessment: Comparative essay (25 marks)</p>	<p>Educake: Poetry</p> <p>Ongoing: Quotation</p>
3.1 Revision (7 weeks)	<p><u>GCSE English Literature Revision</u></p> <p>Students will revise the key requirements, skills and knowledge required for Component 1 and Component 2.</p>	<p>Pit Stop 1: Component 1 Full Paper</p> <p>Pit Stop 2: Component 2 Full Paper</p>	<p>Structured revision</p>
<p><u>Wider Reading Opportunities:</u></p> <p>18 Under 18 recommendations: The Bell Jar by Sylvia Plath, This Lie Will Kill You by Chelsea Pitcher, The Midnight Library by Matt Haig, The Girl On the Train by Paula Hawkins, Evolution of a Girl by L.E. Bowman, Eleanor and Park by Rainbow Rowell, The Woman in the Window by A.J. Jacobs, The Westing Game by Ellen Raskin, Girl in Pieces by Kathleen Glasgow, The Great Godden by Meg Rosoff, The Prime of Miss Jean Brodie by Jean Rhys, Maria.E.Andreu, Geese are Never Swans by Eva Clark, Sanctuary by Abby Sher, Punching the Air by Ibi Zoboi</p>			