

English Curriculum Overview – Year 11

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1 and 2						
<p>Literature Paper 1</p> <p>The 19th Century Novel:</p> <p><i>Dr Jekyll and Mr Hyde</i></p>	<ul style="list-style-type: none"> Understanding of the plot, characters and relationships Consideration of the social and historical context of the text and the impact on the author / purpose Wider ideas, themes and issues around the text (<i>e.g. discussions around religion, science, evolution, duality</i>) Language and structural devices (<i>e.g. imagery, similes, metaphors, personification, symbolism, semantic fields, punctuation, sequencing, motifs</i>) Consideration of author's intention and purpose Deeper understanding of the GCSE assessment objectives Further knowledge of constructing written responses to essay style 	<ul style="list-style-type: none"> Interpreting meaning Evaluating the effect of figurative language Discernment of the most judicious textual evidence for responses Interpreting wording and understanding the demands of exam questions Effective annotation skills Identifying and exploring key themes and wider issues within a text or extract Identifying intended authorial purpose and/or message How to structure a successful analytical exam response to an extract-based question How to develop personal responses and opinions within group discussions and essay practise 	<p>Regular peer and self-assessment of written work within lessons/</p> <p>Regular reference to the GCSE assessment objectives within lessons and built into SoW / PP slides / resources</p> <p>Regular engagement with mark schemes</p> <p>Formally marked essays responses by the class teacher</p>	<p>Independent reading opportunities</p> <p>Independent annotation opportunities</p> <p>Booklets provided for further activities and opportunities to reinforce learning</p> <p>Essay practise</p> <p>Redrafting of written work</p> <p>Comprehension style tasks to ensure understanding of reading completed</p> <p>Exploring sample responses to questions on this set text</p>	<p>Grateful - Creating a sense of awe and curiosity around a new text</p> <p>Community and Participation (and the common good) - asking students to consider wider themes such as science and religion in relation to the wider world</p> <p>Solidarity - understanding the impact of our actions on others and considering the greater good</p> <p>The dignity of work – looking at how writers draw attention to important social issues</p> <p>Exploration of impact of crime, the idea of the 'Victorian Gentlemen', Science through the ages and advancements in science Where possible, opportunity to attend live stage production</p> <p>Science - Discussions around Darwin's theory of Evolution</p> <p>RE - links to religion and creation and debates around the impact of scientific advancement</p> <p>History - exploration of life and society in Victorian London</p> <p>Pupils are taught the importance of English in everyday life and how vital it is in all careers and as a life skill</p>	<p>Strengthening analysis of figurative language</p> <p>Continued work on analytical skills to be used in both Literature-based units and Language Paper 1</p> <p>Basis for Language Paper 1 Creative Writing component built into lessons and homework tasks</p> <p>Assessment practise for upcoming mock exams</p>

	<p>questions (extract based)</p> <ul style="list-style-type: none"> New vocabulary through the study of a new text 			<p>Revision activities to consolidate previous learning</p>	<p>Public speaking - Debating opportunities to develop oracy skills Law - Analysis of evidence to support arguments Exploration of fields of Science and Law and the social role of these fields</p>	<p>and GCSE exams</p>
<p>MOCK EXAMINATION REVISION</p> <p><i>(Continued in Spring 2 and Summer 1)</i></p>	<ul style="list-style-type: none"> Students, through their revision activities, will develop deeper understanding of texts covered in Year 10 Students will be able to apply new knowledge and skills from new texts studied, e.g. identifying new devices within a text or using newly learnt poems in comparative responses Deeper understanding of figurative language and the effect of both language and structural devices Further knowledge and awareness of the GCSE mark schemes and assessment objectives Further exposure to GCSE exam-style extracts and questions Range of strategies focusing on developing exam technique 	<ul style="list-style-type: none"> Deeper understanding of the GCSE examination process Revision skills of recall, summary, discernment, connection Exam technique through timed writing and assessment practise Development of arguments to texts through verbal and written tasks 	<p>Timed writing in lessons</p> <p>Engagement with the mark schemes through assessing sample responses</p> <p>Formally assessed mock examinations and targeted feedback provided</p>	<p>Independent annotation opportunities</p> <p>Booklets provided for further activities and opportunities to solidify learning</p> <p>Essay practise</p> <p>Redrafting of written work</p> <p>Exploring sample responses to questions on this set text</p> <p>Revision activities to consolidate previous learning</p>	<p>Listening and attentive – students are considering their approach to their examinations and their goals and aspirations moving forward</p> <p>Courageous and resilient through the preparation for and process of examinations</p> <p>Community and Participation (and the common good) – understanding how to support and develop one another in preparation for exams / next steps of education</p> <p>Peace and Reconciliation – reflecting on the individual learning journey and personal targets and supporting one another, welcoming difference and encouragement</p> <p>Encouragement and support of students fulfilling their potential to be able to access wider opportunities</p> <p>Considering revision techniques, approaches and resources across other subjects which may support the completion of English exams – for example: quizzes, use of ICT, using images, videos, blogs etc.</p> <p>Interview skills / Public speaking - Written exam responses encourage students to express opinions clearly</p>	<p>Opportunity for students to demonstrate learning of the GCSE course across year 10 and 11</p> <p>Engagement with the GCSE Assessment objectives</p> <p>Continued work on analytical skills</p> <p>Continued exam practice</p>

Spring Term 1

<p>English Language Paper 2:</p> <p><i>Writers' Viewpoints and Perspectives</i></p>	<ul style="list-style-type: none"> • Differences between fiction and nonfiction texts • Different purposes of nonfiction writing (e.g. to argue, to persuade, to explain, etc.) and their conventions • Different forms of nonfiction writing (e.g. articles, speeches, letters, journals, etc.) and their conventions • How and why different purposes and forms are used by writers to shape reader response • Impact of tone and use of bias • Range of persuasive techniques commonly employed in nonfiction writing (e.g. <i>PERSUADER devices</i>) • The characteristics and key components of a successful speech • Role of perspective / point of view and impact on readers • Role of vocabulary in shaping response • The impact of opening hooks 	<ul style="list-style-type: none"> • Prioritising key information • Factual retrieval • Crafting formal vocabulary and persuasive devices to shape meaning for target audiences • Identification of key words within exam-style questions • Differentiation between explicit and implicit information • Evaluating methods used by writers • Applying subject terminology and embedding quotations in written responses • Writing detailed PEEE paragraph responses • Developing alternative interpretations • Identifying similarities and differences within texts on similar topics and developing focused links • Responding to unseen questions under pressure 	<p>Regular peer and self-assessment of written work within lessons</p> <p>Regular reference to the GCSE assessment objectives within lessons and built into SoW / PP slides / resources</p> <p>Regular engagement with mark schemes</p> <p>Formally marked essays responses by the class teacher</p>	<p>Independent reading opportunities</p> <p>Independent annotation opportunities</p> <p>Booklets provided for further activities and opportunities to reinforce learning</p> <p>Essay practise</p> <p>Redrafting of written work</p> <p>Comprehension styled tasks to ensure understanding of reading completed</p> <p>Exploring sample responses to questions on this set text</p> <p>Revision activities to consolidate</p>	<p>Appreciation of different writing styles and perspectives on the world</p> <p>Listening and attentive - Students consider their place in the world</p> <p>Peace and Reconciliation – students reflecting on their own viewpoints and perspectives and place within the world – built into Q5 responses</p> <p>The dignity of work – through looking at how writers draw attention to important personal and social issues</p> <p>Opportunities for students to engage with differing perspectives on a range of topics, exposure to a range of extracts, broadening their own world view</p> <p>Links to a range of other subjects through exposure to a variety of extracts – for example, past papers on sports (cycling and surfing). Links to the natural world and the environment, using knowledge of Science, Geography and Sport in written responses.</p> <p>Bringing in knowledge of personal experiences as a young person / the world for example, views on education, social media to construct Q5 responses.</p> <p>Pupils are taught the importance of English in everyday life and how useful it is in all careers</p> <p>Law - Analysis of evidence to support arguments</p>	<p>Links to comparative skills to be used in both Unseen and Anthology Poetry</p> <p>Links to language analysis skills explored in study of Language Paper 1</p> <p>Links to demonstrating crafting of devices – Language Paper 1 Section B</p>
---	---	--	--	---	--	---

	<ul style="list-style-type: none"> • How to effectively structure texts to engage audiences • How to prepare and answer unseen questions in response to set topics • The demands and success criteria of the AQA Language Paper 2 Writing section 	<ul style="list-style-type: none"> • Creating independent examples of rhetorical devices and applying these in exams • Varying sentence and paragraph styles for impact • Applying editing skills to improve first drafts • Applying mark scheme to understand success criteria 		previous learning	<ul style="list-style-type: none"> - Constructing a response and justifying this response - Development of personal perspective in response to a given statement / prompt and having to articulate this 	
--	--	---	--	-------------------	---	--

Spring Term 2

<p>English Literature Paper 2</p> <p>Poetry Anthology:</p> <p><i>Power & Conflict OR Love & Relationships</i></p> <p>Unseen Poetry</p>	<ul style="list-style-type: none"> • Key ideas, themes and perspectives within studied poems from either <i>Power & Conflict</i> or <i>Love & Relationships</i> poetry clusters • Poetic devices (e.g. <i>imagery, similes, metaphors, personification, symbolism, semantic fields</i>) • Structural techniques (e.g. <i>free verse, stanzas, enjambment, caesura, meter</i>) • Further Comparative PEEE paragraph practise (<i>Comparative Point – Evidence – Explain – Explore</i>) 	<ul style="list-style-type: none"> • Interpreting meaning and tone in poems • Evaluating how the poet's methods shape meaning • Selection of judicious textual references to support points • Interpreting vocabulary and demands of set questions • Understanding skills of comparison • Effective annotation skills • Identifying how key themes are revealed through language 	<p>Regular peer and self-assessment of written work within lessons/</p> <p>Regular reference to the GCSE assessment objectives within lessons and built into SoW</p> <p>Regular engagement with mark schemes</p> <p>Formally marked</p>	<p>Independent reading opportunities</p> <p>Independent annotation opportunities</p> <p>Booklets provided for further activities and opportunities to solidify learning</p> <p>Essay practise</p> <p>Redrafting of written work</p> <p>Comprehension styled tasks to</p>	<p>Listening and attentive - Students consider their place in the world</p> <p>Appreciation of different poetic styles and perspectives on the world</p> <p>Grateful for different writers' contributions to literature</p> <p>Dignity of God's people – through looking at how writers draw attention to important personal and social issues</p> <p>Exploration of the impact of social and historical contexts of the poems – <i>for example, Romanticism movement</i></p> <p>Discussion of overlapping themes and issues for example, links to Science and Geography through presentation of nature and the environment, as well as links to History through the Industrial Revolution and consideration of immigration and colonialism</p>	<p>Strengthening analysis of figurative language</p> <p>Continued work on analytical skills to be used in both Literature-based units and Language Paper 1</p> <p>Basis for Language Paper 1 Creative Writing component built into lessons and</p>
---	---	---	---	--	---	--

	<ul style="list-style-type: none"> Exposure to a range of Unseen poems Annotation, interpretation and analysis of Unseen texts How to apply the AQA mark scheme to sample responses Revision techniques 	<ul style="list-style-type: none"> Identifying intended authorial purpose and/or message How to structure a comparative response How to approach an Unseen text and respond to the demands of this exam How to effectively revise for exams 	essays responses by the class teacher	<p>ensure understanding of reading completed</p> <p>Exploring sample responses to questions on this set text</p>	<p>Pupils are taught the importance of English in everyday life and how vital it is in all careers.</p> <p>Analysis of evidence to support arguments</p> <p>Constructing a response and justifying this response</p>	<p>homework tasks</p> <p>Assessment practise for upcoming GCSE exams</p>
Summer Term 1						
Exam Revision (See above, Autumn 2)	See Autumn Term 2	See Autumn Term 2	See Autumn Term 2	See Autumn Term 2	See Autumn Term 2	See Autumn Term 2
Summer Term 2						
GCSE EXAMINATION PERIOD	<ul style="list-style-type: none"> Demonstration of all skills and knowledge taught across KS4 	<ul style="list-style-type: none"> Application of all skills taught throughout Years 10 and 11 	Completion of 4 formal GCSE English examinations	<p>Exam-style questions provided for ongoing writing opportunities</p> <p>Booklets provided for further activities and opportunities to solidify learning</p> <p>Essay practice</p>	<p>Listening and attentive - Students consider their place in the world</p> <p>Courageous and resilient through the study and preparation of examinations</p> <p>Peace and Reconciliation – students reflecting on their own viewpoints and perspectives</p> <p>Grateful for different writers' contributions to literature.</p> <p>Exploration of the impact of social and historical contexts on texts across the specification</p> <p>Considering revision techniques, approaches and resources across other subjects which may support the completion of English exams – for example: quizzes, use of ICT, using images, videos, blogs etc.</p> <p>Working under pressure</p>	<p>Opportunity for students to demonstrate learning of the GCSE courses across Years 10 and 11</p> <p>Engagement with the GCSE assessment objectives</p> <p>Continued work on analytical skills</p> <p>Experience of Public Exams process</p>