

What are the aims and intentions of this curriculum?

The aim of our Year 11 Curriculum is to ensure students gain further insight on a range of topics in line with the GCSE English Language (8700) and Literature (8702) specifications. Throughout all terms, students are provided with authentic opportunities to develop their reading, writing speaking and listening skills. Literacy skills are embedded throughout the course and a range of texts including novels, plays and poetry are explored, all in aid of students attaining their GCSE Level Qualification.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p>GCSE English Literature: Power and Conflict Anthology</p> <p>Spoken Language</p>	<ul style="list-style-type: none"> Context World War Theme Poet Stanza Verse Form Language Analyze Annotate Brigade Charge Power Conflict Enjambment Volta 	<ul style="list-style-type: none"> Develop an informed personal response Use textual references to support illustrate interpretations. Analyze the language, form and structure used by a poet Demonstrate understanding of the relationships between texts and the contexts in which they were written. Explore the effects of writer’s methods on readers Present information and ideas Select and organize information effectively Respond to spoken language appropriately Express ideas using Standard English effectively 	<p>English Literature: Paper 2 Section B</p> <p>Speaking and Listening Graded Task</p>

			<p>PSHE/RSE link:</p> <ul style="list-style-type: none"> • Explore the effects of war on individual's psycho-social health. • Examine how attitudes may be influenced by social events. • Explore the effects of conflict on one's mental health. <p>Career/Enrichment</p> <ul style="list-style-type: none"> • Exploring texts including different languages with different cultural perspectives for European Day of Languages • Multilingual related jobs will be explored. • European Day of Languages competition 	
Autumn 2	<p>GCSE English Literature:</p> <p>MACBETH</p>	<p>Allegory</p> <p>Allusion</p> <p>Biblical</p> <p>Comic relief</p> <p>Dichotomy</p> <p>Extended metaphor</p> <p>Foreshadowing</p> <p>Motif</p> <p>Blank verse</p> <p>Aside</p>	<ul style="list-style-type: none"> • Engage with critical exploration of whole text • Use precise references to support interpretation of the text • Analyze writer's methods • Explore the effects of writer's methods on reader throughout the text • Explore context and historic links to text • Use accurate spelling, grammar and punctuation while writing about the text 	<p>GCSE English Literature:</p> <p>Paper 1 Section A</p>

		<p>Dramatic irony</p> <p>Soliloquy</p> <p>Regicide</p> <p>Great chain of being</p> <p>Hamartia</p>	<p>PSH/RSE Link:</p> <ul style="list-style-type: none"> • Exploration of person`s desire and the consequences of engaging in immoral acts to achieve such desires. • Examine the physical and personal responses we may have to texts. <p>Careers/Enrichment</p> <ul style="list-style-type: none"> • Macbeth Play • Poetry Workshop • Theatre visit to explore Dramatic Elements • Watching of a live play. 	
<p>Spring 1</p>	<p>Essay Writing and Examination Skills</p>	<ul style="list-style-type: none"> • PEE • Connectives • Punctuation • Sentence types • Organization • Content 	<ul style="list-style-type: none"> • Implement methods for responding to examination questions • Use appropriate paragraph lengths • Evaluate use of SPAG in essay writing • Demonstrate parts and elements of essay writing • Develop introductions and closures of essays • Structure essays for effect • Organize writing to attain maximum marks • Embed quotes appropriately for emphasis and support 	<p>Essay Writing Assessments</p>

			<ul style="list-style-type: none"> • Incorporate the assessment objectives in a written response <p>Career/Enrichment:</p> <ul style="list-style-type: none"> • Reading competition for World Book Day • Poster Competition for World Book Day 	
Spring 2	<p>GCSE English Language: Paper 1 Review</p>	<ul style="list-style-type: none"> • Suggests • Implies • Intentions • Creates • Effective • Symbolizes • Extended metaphor • Alternative interpretation 	<ul style="list-style-type: none"> • Read and identify main idea of extracts • Analyze language used in extracts • Analyze and comment on structure of specific extracts • Review and express opinions on a text • Demonstrate how the writer has created specific opinions for readers • Judiciously produce creative writing that narrates and describes <p>5</p> <p>Career/Enrichment:</p> <ul style="list-style-type: none"> • Revision workshop for exam preparation • Workshop to explore different writing styles and genre. • Use of BBC Bitesize to explore careers linked to English Language and Literature 	<p>AQA English Language: Paper 1</p>

Summer 1

**GCSE English Language:
Paper 2 Review**

- Contrasting
- Similarly
- Viewpoint
- Focus
- Style
- Structure
- Summarize
- Describe, explain, argue, narrate, inform

- Read and identify details
- Summarize similarities and differences
- Analyze language and its influence
- Compare how different writers convey different attitudes
- Explore writer's methods
- Writing for purposes

Careers/ Enrichment:

- Revision workshop for exam preparation

AQA English Language:
Paper 2