

English Department Year 11 Long-term Sequencing

If I have a faith that can move mountains, but do not have love, I am nothing (1 Corinthians 13:1)

The Year 11 curriculum is designed to consolidate students' knowledge and skills in both English Literature and Language, while finalising their study of core texts in English Literature. Teachers will use QLA and formative assessment to determine bespoke curriculum plans for students throughout their study, following November mock examinations. When studying their final core texts for Literature, students will build on their understanding developed in KS3 and Y10 that they developed in terms of structure, genre, form, context, metaphor, argument and vocabulary. Contextually, students will build on their knowledge developed during KS3 and Y10 of the literary timeline, and key facts about society, particularly during the 19th and 20th centuries. Students will also apply their knowledge of metaphor as they learn how texts can function as allegories, such as *A Christmas Carol* and *An Inspector Calls*. They will also exercise these skills on unseen texts, through their study of extracts in English Language, and be able to write using figurative language themselves when writing creative and transactional pieces. In terms of their understanding of argument, students employ the expository writing skills that they honed throughout KS3 and Y10 to write independently and at speech about the set texts. They will also continue to consolidate their ability to use specific structures for answering English Language reading questions. They will also continue to develop their academic vocabulary through explicit vocabulary teaching of tier 2 vocabulary linked to their topics.

English Literature

Curious

Hopeful

Loving

Unit 1 1: A Christmas Carol (until Nov. mocks)

Core text: Students will read the entirety of Dickens' 1843 novella 'A Christmas Carol' in its original form

STUDENTS MUST KNOW:

- Key features of morality tales
- Key features of the rebirth tale
- How writers use texts as allegories to comment on social issues
- How writers create character foils to create comparisons in characterisation
- Who Charles Dickens was and what factors influenced his sociopolitical views
- What life was like for the poor and children in the Victorian era
- How Victorian attitudes towards Christmas were changing and influenced Dickens' writing
- How to identify and comment on a writer's use of semantic field

HOW THIS WILL BE ASSESSED:

Daily retrieval practice, regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment (GCSE-style)

Unit 2: An Inspector Calls (until end of Jan)

Core text: Students will read the entirety of Priestley's 1944 stage-play 'An Inspector Calls' in its original form

STUDENTS MUST KNOW:

- Key features of morality plays
- How to identify and comment on a writer's use of dramatic techniques to create effects
- The key features of a well-made play and its effects on the audience
- Key features of the crime thriller and its effect on readers
- How to identify and comment on the effects of a plot twist
- How and society changed dramatically during the 20th century social change
- The differences between socialism and capitalism and how these ideologies influence the text and society
- Key facts about the impact of WW2 on modern society and writing
- How attitudes towards women's rights changed in the 20th century, and how these ideas are expressed in the text

HOW THIS WILL BE ASSESSED:

Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment (GCSE-style)

Spring 2 onwards: Diagnostic teaching

STUDENTS MUST KNOW:

Core knowledge and skill gaps identified and retaught through formative and summative assessment - bespoke teacher curriculum

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English Language		
Active	Eloquent	
<p><u>HALF TERM 1: Transactional Writing (Lang Paper 2 Section B)</u> STUDENTS MUST KNOW;</p> <ul style="list-style-type: none"> ● How to write nonfiction, transactional texts ● How to communicating clearly, effectively and imaginatively ● How to select and adapt tone, style and register for different forms ● How to organise information and ideas coherently ● How to use a range of vocabulary and sentence structures for effect ● How to write using accurate SPAG <p>HOW THIS WILL BE ASSESSED: Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment (GCSE-style)</p>	<p><u>HALF TERM 2: Language Paper 2 Section A Consolidation (until Nov. mocks)</u> STUDENTS MUST KNOW;</p> <p>STUDENTS MUST KNOW;</p> <ul style="list-style-type: none"> ● How to identify and interpret explicit information in a narrative/fiction text ● How to analyse the writers’ use of language and structure ● How to use key terminology to describe language and structure ● How to evaluate a critical viewpoint on a text ● How to answer GCSE Language Paper 2 Q1-4 <p>HOW THIS WILL BE ASSESSED: Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment (GCSE-style)</p>	<p><u>29th Nov onwards: Diagnostic teaching</u></p> <p>STUDENTS MUST KNOW:</p> <p>Core knowledge and skill gaps identified and retaught through formative and summative assessment - bespoke teacher curriculum</p>

Home learning set will consist of a combination of self-quizzing, key spelling and key word practice; exam practice questions linked to units. Students have a dedicated revision padlet that they can access additional resources on to support independent revision.