

# English

Year 11

## Curriculum Overview

**Intent: Year 11- By the end of the year the curriculum will allow students to extend their knowledge** of a range of literary and non-literary texts. This will allow them to extend their subject specific knowledge and understanding and disciplinary skill gained at key stage 3 to confidently approach their GCSE courses. The study of a range of set texts will allow students to develop their skills in all aspects of the discipline with an increasing level of fluency, perception and independence. Students will confidently explore how meaning is created in the texts that they read and embed their responses in an analytical and increasingly evaluative framework. Their writing will show independence and a degree of maturity as they confidently express themselves effectively for a variety of audiences and purposes. Students will further develop their speaking and listening skills through carefully guided activities linked to their classroom study. This will allow them to secure a confident demonstration of their ability in the spoken language endorsement for GCSE. The chosen exam board for GCSE English is AQA.



THE HART  
SCHOOL  
Creative  
Education  
Trust

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
<b>Core Course Topic:</b> These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	<b>Chosen 19<sup>th</sup> Century Novel: A Christmas Carol</b>  Pupils will extend their analysis skills by focusing on one 19th Century text and consider the character, themes and ideas presented by the writer. They will also consider how these themes are presented alongside the context.	<b>Language Paper 1 Creative Reading and Writing revision</b> <b>Literature Paper 2: Power and Conflict Poetry revision.</b>	<b>Literature revision of Unseen poetry, Macbeth, A Christmas Carol, An Inspector Calls</b>	<b>Language Paper 1 and 2 revision</b>  Pupils will extend the knowledge of non-fiction for Language paper two texts and use the requirements of the exam criteria to be able to produce an evaluative, written responses.		
<b>Additional support links:</b> Here are links to additional resources which will help your child	<a href="#">A Christmas Carol</a>					
<b>Knowledge:</b> Included here is the specific knowledge your child will learn in detail	Extending prior knowledge and understanding of texts to identify, understand and analyse how writer's use: <ul style="list-style-type: none"> <li>How the writer uses character, structure and setting to communicate their ideas</li> <li>The context of production and reception over time</li> <li>Ideas in the texts are contextually linked and shaped by society at the time.</li> <li>The ability to engage with the text and cross-reference the ideas as a whole to formulate a perceptive and critical argument.</li> </ul>	In Language, extending prior knowledge and understanding of texts to identify, understand and analyse how writer's use: <ul style="list-style-type: none"> <li>Narrative voice</li> <li>Character</li> <li>Setting and atmosphere</li> <li>Methods of creating meaning</li> <li>Context</li> <li>Language choices.</li> <li>Structural choices</li> </ul> To convey key ideas and themes throughout a text In Section A of Paper 1. Section B: Extending prior knowledge of a range of imaginative texts and how using <ul style="list-style-type: none"> <li>Language</li> <li>Genre</li> <li>Figurative language</li> <li>Structural features.</li> </ul>	In Literature, extending prior knowledge to identify, understand and analyse how the writer's <ul style="list-style-type: none"> <li>use structure, language, form and setting to communicate their ideas.</li> <li>Show understanding of context in production and reception over time</li> <li>Ideas in the texts are contextually linked and shaped by society/key events at the time.</li> <li>Make comparisons and thematic links between poets using features listed above to raise awareness of central themes within the Power and Conflict Anthology..</li> </ul>	Extending prior knowledge of non-fiction texts in order to understand and analyse how the writer's use: <ul style="list-style-type: none"> <li>implicit and explicit meanings</li> <li>contextual situations to influence their text</li> <li>language and structure to create meaning</li> <li>The ability to consider the structure of a text</li> <li>Form, tone and a range of other methods to influence reader response</li> <li>Convey their ideas and perspectives</li> </ul>		

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<b>Skills:</b> Included here is the specific	Extending prior learning of analytical skills to be able to:	Extending prior learning of analytical skills to be able to:	Extending prior knowledge of Shakespeare texts to a whole text in order:	Extending their knowledge and understanding of non-fiction texts and be able to:		
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skills your child will learn in detail	<p>to identify and interpret explicit and implicit information and ideas</p> <ul style="list-style-type: none"><li>• Choose references and quotations to support ideas</li><li>• Identify, comment on and explain how writers create meaning</li><li>• Identify, comment on and explain the effect of meanings created in the text.</li><li>• Considering the text as a whole construct, with the author's intentions in mind.</li><li>• Critiquing the author's intention within the text.</li></ul>	<ul style="list-style-type: none"><li>• to identify and interpret explicit</li></ul>	<ul style="list-style-type: none"><li>• To understand the writers' ideas and intended meaning.</li><li>• Show understanding of how the writer uses a range of linguistic and structural features to create a reflection of, and exploration of the human condition.</li><li>• Show a mature understanding of the texts by using judicious references to support an evaluative argument.</li><li>• To focus on the text as a conscious construct of the writer.</li></ul>	<ul style="list-style-type: none"><li>• Understand the writers' ideas and intended meaning</li><li>• Understand how the writer uses a range of linguistic and structural features</li><li>• Show a mature understanding of the texts by using judicious references to support an evaluative argument.</li><li>• Focus on the text as a conscious construct of the writer.</li><li>• Make comparisons between texts with similar themes, showing understanding of the writers' viewpoints</li><li>• Formulate a perceptive and critical argument</li><li>• Apply contextual understanding critically, blending with language analysis and wider argument.</li></ul>		
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