



Curriculum Map



Subject: English

Year group: 11 (full course Sets 1-5)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
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| <p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p> | <p>Paper 2 Language - Writers’ viewpoints and perspectives [Section A]</p> <p>What is meant by viewpoint and perspective? What methods do writers use to establish tone? What does it mean to summarise? What does it mean to compare two texts?</p> <p>Key terminology: comparison, counter-argument, non-fiction, rhetorical appeals, ethos, pathos, logos, facts, statistic, direct address, modal verbs, personal pronouns, opinion, rhetorical question, repetition, emotive language, triples, authorial intent, hyperbole, tone.</p> | <p>Paper 2 Language - Writing from a viewpoint or perspective [Section B]</p> <p>What methods can I use to persuade and argue? What different forms of writing could appear on Paper 2, Q5 and how are they different? What makes an effective argument?</p> <p>Key terminology: rhetorical appeals, ethos, pathos, logos, facts, statistics, direct address, modal verbs, personal pronouns, opinion, rhetorical question, repetition, emotive language, triples, authorial intent, authorial intent, Hyperbole, tone.</p> | <p>Paper 1 Literature - Macbeth</p> <p><i>(Two weeks revision from 1st November, following by two weeks of PPE starting 15th November)</i></p> <p>Who are the characters in Macbeth? What happens in the play? What influenced Shakespeare to write Macbeth? What makes Macbeth a tragedy?</p> <p>key terminology: Allegory, Foreshadowing, Pathetic Fallacy, Dramatic monologue, Anagnorisis, Peripeteia, Hubris, Hamartia, Vice, Cyclical, Ideology, Motif, Trope, Refrain, Foil, Divine Order/Great Chain of Being, Fate</p> | <p>Macbeth</p> <p>Who are the characters in Macbeth? What happens in the play? What influenced Shakespeare to write Macbeth? What makes Macbeth a tragedy?</p> <p>Key terminology Allegory, Foreshadowing, Pathetic Fallacy, Dramatic monologue, Anagnorisis, Peripeteia, Hubris, Hamartia, Vice, Cyclical, Ideology, Motif, Trope, Refrain, Foil, Divine Order/Great Chain of Being, Divine Right of Kings, Fate</p> | <p>Paper 2 Literature - Power and Conflict poetry (remaining poems)</p> <p><i>(First two weeks will be revision for final PPEs which begin on 4th March).</i></p> <p>How does the context impact the reader’s reaction? What issues do each of the poems explore? What methods does the poet use to shape meaning?</p> <p>Unseen Poetry [taught alongside Power and Conflicts] What is the poem about? What is the key message? What poetic devices has the poet used for effect? What is each poem about?</p> <p>Key terminology: Form, Structure, Rhyme, Blank verse, First person, Imagery, Metaphor,</p> | <p>Revision</p> | <p>Exam Period</p> |



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| | | | | | <p>Oxymoron, Simile, Volta, Enjambment, Caesura, In media res, Irregular structure, Rhyming couplets, Repetition, Half rhyme, Assonance,</p> | | |
| <p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p> | <p>To confidently read unseen non-fiction texts from the 19th, 20th and 21st centuries.</p> <p>To identify and interpret explicit and implicit information and ideas.</p> <p>To explain, comment on and analyse how writers use language and</p> | <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical devices to support</p> | <p>Analyse the way in which Shakespeare uses language and structure to develop plot and character or deliver a message to the audience.</p> <p>Identify, with confidence, language and structural features and elements of stagecraft that contribute to meaning or audience understanding of the play.</p> <p>Demonstrate, through writing, understanding of what the play is about, including central</p> | <p>Analyse the way in which Shakespeare uses language and structure to develop plot and character or deliver a message to the audience.</p> <p>Identify, with confidence, language and structural features and elements of stagecraft that contribute to meaning or audience understanding of the play.</p> <p>Demonstrate, through writing, understanding of what the play is about,</p> | <p>Use key poetic terminology to analyse the methods used.</p> <p>Compare the presentation of ideas or themes across 2 poems.</p> <p>Apply contextual knowledge to reading of text.</p> <p>Use effective essay structures which include</p> | | |



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| | <p>structure to achieve effects and influence readers.</p> <p>To compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.</p> <p>To evaluate texts critically and support this with textual references.</p> | <p>coherence and cohesion of texts.</p> <p>Use information provided by others to write in different forms.</p> <p>Maintain a consistent point of view; maintaining coherence and consistency across a text.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | <p>themes, and how Shakespeare has developed meaning.</p> <p>To answer a GCSE style essay question, closed book.</p> | <p>including central themes, and how Shakespeare has developed meaning.</p> <p>To answer a GCSE style essay question, closed book.</p> | <p>clear thesis/statements, high level critical vocabulary, developed analytical response and accurate SPaG.</p> <p>To be able to confidently approach an unseen poem and gain a clear understanding of this independently.</p> <p>To identify poetic devices used by poets using relevant subject terminology to support views.</p> <p>To be able to compare poetic devices used within two unseen poems.</p> | | |
| Assessment | Big write 1: Elephant [2019 Nov] [Section A] | | No Big Write because of PPE. | Big write 1: Explore how Shakespeare presents deceitfulness in <i>Macbeth</i> . | Big write 1: Compare how memory is presented as a powerful force in Kamikaze and one other poem from Power and Conflict. | Regular essay practice in preparation for exams. | |
| Literacy/Numeracy/SMSC/Character | <p>Literacy focus: Conciseness and clarity of writing. Spelling and correct use of subject terminology. Writing in timed conditions.</p> | <p>Literacy focus: Structuring a clear, well-maintained argument. Varying sentence structures and paragraphing for effect, grammatical choices and punctuation.</p> | <p>Literacy focus: Effective essay structures, thesis statements, topic sentences, discourse markers and high level vocabulary choices.</p> <p>SMSC/Character: Discussion and debate exploring the themes of ambition, morality, trust and loyalty.</p> | | <p>Literacy focus: Effective essay structures, thesis statements, topic sentences and high level vocabulary choices including discourse markers for comparison.</p> <p>SMSC/Character: Exploration of texts focused on war from</p> | | |



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| | <p>SMSC/Character: Exposure to a wide range of topics through unseen texts.</p> | <p>SMSC/Character: Range of current news/ affairs explored in reading material used as a prompt for writing. Opportunity to articulate own ideas and opinions on particular issues.</p> | | | <p>various perspectives. Debate and discussion surrounding issues of war being glorified, the true horrors of war, the issue of patriotism, treatment of soldiers, purpose of war photography, impact on family of soldiers and after effects of war.</p> | | |
| <p>Rationale & Links to learning</p> | <p>The final element of the language course. Introducing the requirement to compare which has now been explored through poetry.</p> | <p>Revisiting previous writing skills from Year 8 and 9 Rhetoric units. Historically underperform in this section so require a more detailed approach to teaching before Year 11.</p> | <p>Final whole text study for Literature. Our students find this most challenging and therefore need to have built confidence in analysing and writing about texts before tackling Shakespeare.</p> | | <p>Analytical skills fully developed at this point, but need to introduce a comparative element to writing essays.</p> | | |