



Curriculum Map



Subject: English

Year group: 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Paper 1 Literature - Macbeth</p> <p><i>(Two weeks revision followed by two weeks of PPE)</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, Divine Right of Kings, Fate</p>		<p>Paper 2 Literature - Power and Conflict poetry (remaining poems)</p> <p>What is each poem about? 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>Key terminology: Form, Structure, Rhyme, Blank verse, First person, Imagery, Metaphor, Oxymoron, Simile, Volta, Enjambment, Caesura, In media res, Irregular structure, Rhyming couplets, Repetition, Half rhyme, Assonance,</p>	<p>[Power and Conflict - 3 weeks]</p> <p>Unseen Poetry [3 weeks]</p> <p>What is the poem about? What is the key message? What poetic devices has the poet used for effect?</p> <p><i>(First two weeks will be revision for final PPEs which begin on 4th March).</i></p> <p>Spoken Word <i>There is no need for these to be recorded this year.</i></p> <p>Key terminology</p>	<p>Revision</p> <p>Individual teachers create countdown calendars</p> <p><i>(Two weeks of Green Pen REACT from PPEs)</i></p>	<p>Exam Period</p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></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>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>		



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	including central themes, and how Shakespeare has developed meaning. To answer a GCSE style essay question, closed book.		Use effective essay structures which include clear thesis/statements, high level critical vocabulary, developed analytical response and accurate SPaG.	To be able to compare poetic devices used within two unseen poems.		
Assessment	<p>Big write 1: Explore how Shakespeare presents the character of Lady Macbeth.</p> <p>Big write 2: Explore how Shakespeare presents deceitfulness in <i>Macbeth</i>.</p>	<p>PPEs: Language Paper 1 Literature Paper 1: Macbeth and A Christmas Carol</p>	<p>Big write 1: Compare how poets present the effects of conflict in <i>Exposure</i> and one other poem of your choice.</p> <p>Big write 2: Compare how poets present the effects of conflict on individuals in <i>Remains</i> and one other poem of your choice.</p>	<p>PPEs: Language Paper 2 Literature: An Inspector Calls, Power and Conflict Poetry and Unseen Poetry</p>	Regular essay practice in preparation for exams.	
Literacy/Numeracy/ SMSC/Character	<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 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>Literacy focus: Correct use of subject terminology.</p> <p>SMSC/Character: Exposure to a wide range of topics through poems explored.</p>		
Rationale & Links to learning	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.		Analytical skills fully developed at this point, but need to introduce a comparative element to writing essays.	<p>Opportunity to revise and address misconceptions before examination.</p> <p>Students have had a wide range of exposure to poetry throughout KS3 and therefore this is an</p>		



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			opportunity to consolidate skills before the exams.		
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