

# English



## Year 11

# Curriculum Map



## Year 11 – Autumn Term Storytelling in Poetry and Prose

<b>Prior Learning</b>	In year 10, pupils developed their literary analysis skills through the study of selected poems from the anthology and through the analysis of unseen prose. Pupils explored how writers use language and structure for effect and to convey meaning. They also identified the conventions of different poetic forms, exploring versification and the effects of rhyme and rhythm within poetry. Pupils also worked on their descriptive writing in year 10, learning to incorporate a range of different devices e.g. imagery, the five senses, shades and colours. They also developed an approach to the descriptive writing task, using a five-part structure to formulate their response.
<b>What will I learn?</b>	During this unit, pupils will focus on the following topics/texts: <b>Prose Analysis</b> – Pupils will explore how different story openings are presented, commenting on the way that narratives are structured and identifying how reader interest is gained/sustained. Pupils will also analyse how different writers use language techniques for effect and evaluate the validity of statements made about literary texts, inferring from the text and using evidence to respond to them. <b>'A Christmas Carol'</b> – Pupils will read and explore Dickens' novella 'A Christmas Carol', focusing on the methods used by the writer in his presentation of characters and themes. Pupils will plan and write a critical essay exploring either a character or theme, identifying relevant context and linking this to the writer's purpose/intentions. <b>Descriptive Writing</b> – Pupils will review descriptive writing, exploring how techniques are used in an exemplar response, as well as focusing on the five-part structure for describing a scene; they will then plan and write their own description of a scene; next, pupils will move on to describing a person based on a photograph provided, focusing on creating a backstory and introducing a flashback to create a more imaginative structure. <b>Narrative Writing</b> – Pupils will review a few engaging short stories, identifying the key elements incorporated; they will review the use of first person and third person narrative perspectives, then move on to look at narrative hooks used in story openings; pupils will then explore some different methods of characterisation e.g. pen portraits, use of dialogue; pupils will conclude by reviewing different short stories which follow the five-part story structure; using that structural approach, pupils will plan and write their own short story. <b>Poetry Analysis/Comparison</b> – Pupils will also work on developing a personal response to poetry, exploring how language, structure and form are used to create meaning. They will be taught how to compare poems from the Power and Conflict anthology, as well as from the Unseen Poetry section of Literature Paper 2, synthesising similarities and differences about the poems in a critical response.
<b>How will I be assessed?</b>	Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment e.g. weekly low stakes testing will enable teachers to check the pupils' knowledge and understanding. Pupils will complete a summative assessment each term, which will assess their pupils' understanding and application of the key content and skills covered during the unit.
<b>Next Steps</b>	Pupils will return to the analysis and comparison of poems from the anthology in the next unit, when they will explore how central ideas are conveyed through language choices, structure and form. Further work will ensue on drawing links and establishing differences between the poems, developing pupils' comparative essay writing skills. The study of fictional texts will also continue next term with the exploration of Shakespeare's 'Macbeth', with pupils exploring the presentation of key characters and themes, linking the play's big ideas to relevant context and the writer's intentions.

<b>Opportunities for Independent Learning</b>	<p>Short Story Writing Tips - <a href="https://www.bbc.co.uk/teach/young-writers-award/z8p39">https://www.bbc.co.uk/teach/young-writers-award/z8p39</a></p> <p>Writing Fiction - <a href="https://www.bbc.co.uk/bitesize/guides/zy47xsg/revision/1">https://www.bbc.co.uk/bitesize/guides/zy47xsg/revision/1</a></p> <p>Extensive SPaG Guidance and Exercises - <a href="https://www.ole.bris.ac.uk/bbcswebdav/courses/Study_Skills/grammar-and-punctuation/index.html#/id/5eaff06288d7eb04c5efb43b">https://www.ole.bris.ac.uk/bbcswebdav/courses/Study_Skills/grammar-and-punctuation/index.html#/id/5eaff06288d7eb04c5efb43b</a></p> <p>Mr Bruff, YouTube tutorials on 'A Christmas Carol' – <a href="https://www.youtube.com/watch?v=F2kuQSBazUo&amp;list=PLqGFsWf-P-cBhNFIdX59nQmTodoDmDQsh">https://www.youtube.com/watch?v=F2kuQSBazUo&amp;list=PLqGFsWf-P-cBhNFIdX59nQmTodoDmDQsh</a></p> <p>Power and Conflict Anthology (all poems) – <a href="https://genius.com/15396092">https://genius.com/15396092</a></p>
<b>Personal Development and CEIAG</b>	<p>During the study of Dickens' novella 'A Christmas Carol', pupils will explore the folly of greed, with the moral lessons learnt by Scrooge reinforcing the importance of family and love, emphasising the importance of sustaining healthy relationships and having respect for others. In some of the poems explored, pupils will encounter other cultures different to the UK, encouraging respect and tolerance for others and their beliefs/ customs.</p>
<b>Enrichment Opportunities (Cultural Capital)</b>	<p>Live performance of 'A Christmas Carol' followed by Q&amp;A (visiting theatre company – <b>manACTco</b>)</p> <p>Further reading by Charles Dickens:  Oliver Twist – <a href="#">DSIL Lib E1312881157.pdf (kmutt.ac.th)</a>  Bleak House – <a href="#">Bleak House (gasl.org)</a>  'A Christmas Carol' 1984 Film Version - <a href="#">A Christmas Carol George C Scott 1984 - YouTube</a></p>

	<h2>Year 11 – Spring Term</h2> <h3>Power and Conflict</h3>
<b>Prior Learning</b>	<p>Last term, pupils read and explored Dickens' novel 'A Christmas Carol', exploring how setting, characters and themes are conveyed, and analysing how language and structure are used to create effects and convey meaning. Pupils wrote extendedly about the text, following the extract-to-essay approach, which pupils will return to in their study of 'Macbeth'. Pupils also analysed and compared a range of connected poems from the anthology, exploring language, structure and form and its effects. In the summer term of year 10, pupils worked on their analysis and comparison of non-fiction texts, as well as their non-fiction writing, focusing on the three main forms – letter, speech and article writing – which pupils will revisit this term.</p>
<b>What will I learn?</b>	<p>During this unit, pupils will focus on the following topics/texts:  <b>'Macbeth'</b> – Pupils will read, watch and study the play, establishing key socio-political Jacobean context, exploring the presentation of characters and themes, and analysing the writer's craft e.g. Shakespeare's use of language, techniques, structure, staging. Pupils will also be prepared for writing an extract to essay response on the play.  <b>Poetry Analysis/Comparison</b> – Pupils will continue their analysis of poems, comparing poems from the Power and Conflict anthology and unseen poems too. Further essay writing practice will also ensue, with pupils developing a structured approach to comparison e.g. SMILE.  <b>Non-fiction Reading and Writing</b> – Alongside the study of literature, pupils will be analysing and comparing non-fiction texts too, honing their skills of synthesis and comparison, as well as reviewing non-fiction writing in a range of genres (letter, audience, speech) for a range of different audiences and purposes.</p>
<b>How will I be assessed?</b>	<p>Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative</p>

	<p>assessment e.g. weekly low stakes testing will enable teachers to check the pupils' knowledge and understanding.</p> <p>Pupils will complete a summative assessment each term, which will assess their pupils' understanding and application of the key content and skills covered during the unit.</p>
<p><b>Next Steps</b></p>	<p>Next term, pupils will be preparing for their GCSE exams. Time will be spent on some of the following activities:</p> <ul style="list-style-type: none"> <li>• Revision of key quotes from the different literature texts</li> <li>• Analysis of key quotes, exploring meaning</li> <li>• Revision of important context surrounding literature texts</li> <li>• Revision of the different essay questions on the literature papers</li> <li>• Revision of the different approaches to essay questions</li> <li>• Revision of descriptive techniques and the five-part structure to describing a scene</li> <li>• Revision of the five-part story structure</li> <li>• Revision of the three writing forms: speech, letter, article</li> <li>• SPaG activities reviewing punctuation use, sentence and vocabulary variation</li> <li>• Revision of the structure question on Language Paper 1</li> <li>• Revision of the synthesis and comparison questions on Language Paper 2</li> </ul>
<p><b>Opportunities for Independent Learning</b></p>	<p>Mr Bruff, YouTube tutorials on 'Macbeth' – <a href="https://www.youtube.com/watch?v=F2kuQSbazUo&amp;list=PLqGFsWf-P-cBhNFidX59nQmTodoDmDQsh">https://www.youtube.com/watch?v=F2kuQSbazUo&amp;list=PLqGFsWf-P-cBhNFidX59nQmTodoDmDQsh</a></p> <p>SparkNotes 'Macbeth' – <a href="https://www.sparknotes.com/nofear/shakespeare/macbeth/">https://www.sparknotes.com/nofear/shakespeare/macbeth/</a></p> <p>Power and Conflict Anthology (all poems) – <a href="https://genius.com/15396092">https://genius.com/15396092</a></p> <p>Analysing Non-fiction – <a href="https://www.bbc.co.uk/bitesize/topics/z34dycw">https://www.bbc.co.uk/bitesize/topics/z34dycw</a></p> <p>Writing Non-fiction – <a href="https://www.bbc.co.uk/bitesize/topics/zs3chv4">https://www.bbc.co.uk/bitesize/topics/zs3chv4</a></p> <p>Extensive SPaG Guidance and Exercises - <a href="https://www.ole.bris.ac.uk/bbcwebdav/courses/Study_Skills/grammar-and-punctuation/index.html#/id/5eaff06288d7eb04c5efb43b">https://www.ole.bris.ac.uk/bbcwebdav/courses/Study_Skills/grammar-and-punctuation/index.html#/id/5eaff06288d7eb04c5efb43b</a></p>
<p><b>Personal Development and CEIAG</b></p>	<p>During the non-fiction writing unit, pupils will be pushed to justify their views on a range of topical issues e.g. reducing pollution/energy usage, which will develop self-confidence and encourage them to think ethically about the potential consequences of their actions on others/the environment. In some of the poems explored, pupils will encounter other cultures different to the UK, encouraging respect and tolerance for others and their beliefs/customs.</p> <p>During this unit, pupils will review how to set out a formal letter of application, with discussion around what content to include and how it should be organised effectively. Whilst reviewing non-fiction web/news articles, pupils will review the role of journalists (including freelance writers), sub-editors and editors.</p>
<p><b>Enrichment Opportunities (Cultural Capital)</b></p>	<p>Live performance of 'Macbeth' followed by Q&amp;A (visiting theatre company – <b>manACTco</b>)</p> <p>Live performance of 'An Inspector Calls' followed by Q&amp;A (visiting theatre company – <b>manACTco</b>)</p> <p>GCSE Poetry Live Event – potential trip to listen to famous poets reciting and performing their poetry, followed by Q&amp;A</p> <p>Theatre trip to watch a live performance of 'Blood Brothers'</p>