

What are the aims and intentions of this curriculum?

The Year 11 curriculum aims to further develop and enhance existing skills garnered throughout students' years of study, allowing them to consolidate, synthesize, and expand on their existing knowledge. At this stage of their learning development, students will be engaging in a more in depth investigation of texts studied at year 10, with the aim of concretizing their understanding of literary elements, while engaging in more critical assessment and evaluation of writer's methods and intentions. Through such in depth study of set texts, students' writing, reading, speaking and critical thinking skills will be further enhanced, as they interact with various writers, and compare and contrast ideas used to establish meaning. The curriculum therefore provides the opportunity for students to view aspects of the human condition and experiences from a range of perspectives, thus allowing them to shape their own understanding of life and its intricacies, which will ultimately prepare them for the next level of their learning journey.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	English Literature Paper 2 – Poetry Power and Conflict Poetry Revision and Exam Prep for Summer trial exams	Students will explore: - Fifteen poems across decades and cultures- Power and Conflict cluster - Themes of identity, war (loss, PTSD), love, family relationships, migrations, nature, power- individual, natural world, - Contextual influences ranges – romanticism- sublime, gothic, Social, political unrest in Northern Ireland, Japanese warrior culture, impact of wars in Iraq, Afghanistan, impact of colonial heritage on individuals, WW1 and migrating from worn-torn countries - First and third person point of view of different issues - Role of poetic language, form and structure- monologue, free verse, ballad, blank verse, sonnet - Similarities and Differences among the poems, including themes, language, structure and message/meaning - PSHE – Power, Freedom, Human Rights, War, Refugees, Abuse of Power in Relationships	Students will continue to consolidate and further hone skills garnered from exploring other genres of literature in addition to: - Comparing and contrasting ideas presented by various poets - Understanding how social events motivate, stimulate and influence poetry over time - Begin to explore work through different lens to inform personal response to writers' ideas	Summer trial exams

		Careers – Journalists, Poets, Historians, Lawyers		
Autumn 1	Revision of Year 10 Literature Paper 1 texts Shakespeare and 19th Century Texts – Literature Paper 1 Macbeth by William Shakespeare AND The Strange Case of Dr. Jekyll and Hyde by Robert Stevenson OR A Christmas Carol by Charles Dickens	Consolidation and expansion of knowledge and skills garnered in Year 10 such as: Revision and synthesizing of content and skills in preparation for external examinations.	In further exploring Shakespeare drama and the 19th century text, students will become more critical in their investigation of the various elements of each genre and be able to provide informed personal responses on topical issues explored. They will also become more adept at selecting a variety of apt and judicious references to support their arguments, while simultaneously exploring a variety of language and structural features used to establish meaning. Students will also become more cognizant of the association between texts and their contexts, and thus will be able to interweave this information in producing fluent, coherent written responses.	Literature Paper 1 - Past Paper practice
Autumn 2	Revision of Year 10 Language Paper 1	Consolidation and expansion of knowledge and skills garnered in year 10. Revision and synthesizing of content and skills in preparation for external examinations.	Language Paper 1 - As students continue their investigation of fiction sources, they will be enabled to utilize skills garnered in their study of set texts, in exploring a variety of other fiction texts, thereby allowing them to interact with writing from a diverse cross section of writers. Thus, they will gain a cogent understanding of how writers coin words and phrases to establish meaning, and experiment with various structures to present their imaginative ideas. From this, students will not only further enhance their vocabulary, but also become more au fait with various grammatical structures, which will most certainly improve their writing and speaking skills.	First set of trial exams
Autumn 2	Spoken Language	Utilise fully research skills necessary for a formal presentation.	By presenting on a topic of their own choice, the task will allow students to further extend their speaking and presentation skills, by using a wide range of strategies	Students will be assessed and graded

		- Develop a secure understanding of writing and presenting a speech for a specific purpose and audience. - Engage the audience by closely considering paragraphing and sentence structure, varying sentence starters and punctuation, the introduction and conclusion, and opposing arguments in the planning, drafting, and redrafting process. - Make full use of intonation, paralinguistic features and prosodic features to engage the audience. - PSHE – School Issues, Crime, War, Environmental Issues, Political Rights - Careers – Journalists, Politicians, Lawyers, Solicitors, Speech Writers	to engage their audience, and by listening to and responding in appropriate detail to audience questions.	Pass, Merit, or Distinction.
Spring 1	Revision of English Literature Paper 2 – Modern Texts <i>An Inspector Calls by J B Priestley</i>	Students will explore: - Cultural influence of post- war Edwardian England- social/ religious, social and political. - Dichotomy between socialism and capitalism. - The morality and detective play. - Impact of civic duties on the sustainable development of society. - Overarching impact of classism and gender discrimination. - Dramatic irony to reveal characters. - Dynamic of family relationship- importance of love rather than money or business. - Importance of promoting a community-like ethos in society- we are responsible for the wellbeing of each other (paradigm shift).	Students will further develop and consolidate skills such as: - Writing with confidence. - Reading with understanding. - Critical Thinking-making judgement influenced by own opinion of studied text. - Listening to the opinions of others. - Speaking confidently about aspects of the texts. - Researching to aid meaning and understanding. - Assessing the impact of language, form/genre, structure and context of a text and how they influence meaning. - Selecting judicious evidence from text to support opinion.	In line with the AQA GCSE Literature paper one specification - an extract based question from the studied text. I (an extended writing piece that values 30 marks)

		- The development in society between the two world wars and how much/less ideas and attitudes have changed. - Language and structural features used by Priestly to enable meaning. - How ideas/message from studied text link to modern society. - PSHE – Families, Class, Women’s Rights, Equality, Power, Patriarchal Societies - Careers – Directors, Actors/Actresses, Social Historians and Commentators		
Spring 1	Unseen Poetry	Students will explore: - A range of “unseen” modern poems - Themes such as identity, love, family relationships, and nature, as suggested by the poems - Role of poetic language, form and structure- monologue, free verse, ballad, blank verse, sonnet - Similarities and Differences among the poems, including themes, language, structure, and message and meaning. - PSHE – Families, Friendships - Careers – Journalists, Poets	Students will continue to consolidate and further hone analytical skills garnered from exploring other genres of literature and the Power and Conflict poetry in addition to: - Comparing and contrasting ideas presented by various poets - Exploring work through different lens to inform personal response to writers’ ideas	Second set of Trial Exams
Spring 2	Revision of Year 10 Language Paper 2	Consolidation and expansion of knowledge and skills garnered in year 10. Revision and synthesizing of content and skills in preparation for external examinations.	Language Paper 2 – In revising non-fiction, students will gain a greater understanding of how writers use different platforms to voice their concerns or present ideas in a meaningful and coherent manner. Thus they will be provided with the opportunity to select, synthesise and compare information from a variety of sources, as they explore how meaning is conveyed in a range of texts. They will then gain confidence in voicing their own opinions and ideas using different mediums including speeches, articles and letters - adapting their tone, style and register for different purposes and audiences.	Language Paper 1 and 2 – Past Paper practice Second set of Trial Exams

Summer 1	Revision of Modern Texts and Poetry – Literature Paper 2 An Inspector calls by JB Priestley Power and Conflict Poetry Unseen Poetry	Consolidation and expansion of knowledge and skills garnered in Year 10 and autumn of Year 11. Revision and synthesizing of content and skills in preparation for external examinations.	In the final weeks before the public exams, students will be more confident in using appropriate terminology to articulate their ideas and produce writing that showcase a range of clear, thoughtful and conceptualized ideas on the various texts.	GCSE Examinations