





Year 11 English Curriculum – 2024-2025						
	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Key Concepts</b>	Literature paper 1 Shakespeare play Section A: <i>Macbeth</i>	Language Paper 2	Power and Conflict Poetry Literature Paper 2 Section B & C	Unseen Poetry Revision	Exam Season	Exam Season
<b>Knowledge &amp; Understanding (National Curriculum)</b> <i>Skills are across the whole year.</i>	Pupils will: <ul style="list-style-type: none"> <li>• Read and appreciate the depth and power of the English literary heritage through reading a wide range of high-quality, challenging, classic literature, including works from the 19th, 20th and 21st centuries, one Shakespeare text, and poetry since 1789</li> <li>• Draw on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</li> <li>• Identify and interpret themes, ideas and information</li> <li>• Explore aspects of plot, characterisation, events and settings, the relationships between them and their effects</li> <li>• Seek evidence in the text to support a point of view, including justifying inferences with evidence</li> <li>• Analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li> <li>• Make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading</li> <li>• Make an informed personal response, recognising that other responses to a text are possible and evaluating these</li> <li>• Read accurately, fluently, effectively and at length for pleasure and information through adapting their writing for a wide range of purposes and audiences</li> <li>• Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</li> <li>• Revise, edit and proof-read, paying attention to the accuracy and effectiveness of grammar, punctuation and spelling</li> <li>• Consolidate and build on their knowledge of grammar and vocabulary through drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> <li>• Use linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language</li> </ul>					



<b>Skills</b>	<b>R</b> <i>Develop</i> <b>RESILIENCE</b>	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>★ <i>Read a wide range of classic literature fluently and with good understanding, and make connections across their reading</i></li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>★ <i>read critically, and use knowledge gained from wide reading to inform and improve their own writing</i></li> <li>★ <i>acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</i></li> </ul>
	<b>A</b> <i>Possess</i> <b>AMBITION</b>	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>★ <i>develop the habit of reading widely and often</i></li> <li>★ <i>write accurately, effectively and analytically about their reading, using Standard English</i></li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>★ <i>write effectively and coherently using Standard English appropriately.</i></li> </ul>
	<b>I</b> <i>Demonstrate</i> <b>INTEGRITY</b>	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>★ <i>acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.</i></li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>★ <i>use grammar correctly, punctuate and spell accurately</i></li> </ul>



	<p><b>S Embed Self-Discovery</b></p>			<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>★ appreciate the depth and power of the English literary heritage</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>★ read a wide range of texts, fluently and with good understanding</li> </ul>		
	<p><b>E Display EMPATHY</b></p>			<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>★ read a wide range of classic literature fluently and with good understanding, and make connections across their reading</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>★ listen to and understand spoken language, and use spoken Standard English effectively.</li> </ul>		
<p><b>Curriculum Links</b></p>	<p><b>Macbeth feeds from:</b> -KS2: Word types, etymology, etc. - Introduction to Shakespeare in Y7 A midsummer's night's dream/Much Ado in Y8 Macbeth Y9 Gothic Genre in Y9</p>	<p><b>Language paper 2 feeds from:</b> -Creative writing Y7 -Creative writing Y8 /9 -Fiction studies KS3</p>	<p><b>Poetry/Unseen feeds from:</b> -Y7 Poetry Modules- An Introduction to Poetry -Y8 War Poetry -Y9 GCSE intro' module</p>	<p><b>Unseen Poetry here feeds from Poetry/Unseen feeds from:</b> -Y7 Poetry Modules- An Introduction to Poetry -Y8 War Poetry -Y9 GCSE intro' module</p>	<p><b>Exam Season</b></p>	<p><b>Exam Season</b></p>



<p><b>Assessment</b></p>	<p><b>Literature</b></p> <p><b>AO1:</b> Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• Maintain a critical style and develop an informed personal response.</li> <li>• Use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p><b>AO2:</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p><b>AO3:</b> Show understanding of the relationships between texts and the contexts in which they were written.</p> <p><b>AO4:</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><b>Language</b></p> <p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas.</li> <li>• Select and synthesise evidence from different texts.</li> </ul> <p><b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</p>	<p><b>Exam Season</b></p>	<p><b>Exam Season</b></p>
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<p><b>Aspirations &amp; Careers</b></p>	<p>Aspiration and careers links: Pupils will develop their literacy skills, which is vital in any profession but will also work on time management and building interpretation skills.</p> <p>Main skills explored in English: creativity, aiming high, listening and teamwork. In addition speaking is also an essential skill, in line with our whole school plan of improving oracy.</p> <p>Pupils will progress in their writing skills and how to organise work effectively. This skill is essential in all lines of work. Pupils will also work on their understanding of texts and will use inference when interpreting ideas. This is transferable into the workplace where comprehension of documents etc is required.</p> <p><b>Potential Job Sectors: Education, Journalism, Administration, Marketing, Film, Hospitality.</b></p>		



\*Due to the lengthy nature of English assessments, some of the topics may need extra lessons to ensure students' responses, marking and feedback is given. As such, some topics may need extra time for completion.\*