

Year 11 Curriculum Map for English 2021-22

What are the intended aims for this year's curriculum?							
<ul style="list-style-type: none"> ➤ To complete the final Literature unit (25%) ➤ To revise the content of all previous Literature units and develop analytical responses in an academic style ➤ To develop increasing sophistication in responding to unseen texts – both fiction and non-fiction ➤ To develop increasing sophistication in own creative writing – both fiction and non-fiction ➤ To practice editing and proofing own work 							
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
<p>Topic(s):</p> <p>An Inspector Calls Twentieth-century literature LITERATURE PAPER 1 SECTION A</p>	<p>Topic(s):</p> <p>Revision of ALL units (see also year 10 map) on a rotational basis – personalised for each class based on EOT and mock data.</p> <p>Usually this will be on a weekly or fortnightly basis – e.g. week 1 Jekyll and Hyde, week 2 An Inspector Calls etc. However, teachers will personalise their medium-term plans based on their individual class and/or student needs.</p> <p>It is an expectation that classes will do at least ONE exam style question a week.</p> <p>Please see termly plans for fine detail for how this rotational scheme works.</p>			<p>N/A – Course Complete</p>			
	Aim of A&R			Aim of EoY exam			
'Big idea(s)' / fundamental concepts	To be able to explore how a theme/character is presented throughout the text. To revise comparison skills.						
Knowledge to be learnt	Conventions of C20th drama and effects of these Plot/Character/Themes and how these are developed throughout Context of 20th century social and political issues Performance and audience response						
Key vocabulary	<p>SOLILOQUY/ STAGE DIRECTIONS/ DRAMATIC IRONY/ CHORUS/ DRAMATIC PAUSE/ PROLOGUE/ TURN-TAKING/ LENGTH OF TURNS/ INTERRUPTIONS/ STICHOMYTHIA/ ASIDE/ MONOLOGUE/ DIALOGUE/ JUXTAPOSITION/ FORESHADOWING/ FOREGROUNDING/ REPETITION/ DYNAMIC CHARACTER/ STATIC CHARACTER/ SIMILE/METAPHOR/ PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ ALLUSION/ LEXICAL FIELD/ OXYMORON/ COLLOQUIALISMS/EUPHEMISMS</p>			<p>PROSE/FICTION/NOVEL/FIRST-PERSON/THIRD-PERSON/ NARRATOR/NARRATIVE/PLOT/ FORM/STRUCTURE/ FOREGROUNDING/ FORESHADOWING/DYNAMIC CHARACTER/STATIC CHARACTER/ JUXTAPOSITION/ CHRONOLOGY/ FLASHBACK/ FLASHFORWARD/ RISING ACTION/CLIMAX/FALLING ACTION/ SIMILE/ METAPHOR/ PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ ALLUSION/ LEXICAL FIELD/ OXYMORON/ PATHETIC FALLACY/ UNCANNY / REPRESSION/ DOPPELGANGER/ SUPERNATURAL / EPISTOLARY / DUALITY / MORALITY / ETHICS / ABERRATION / ABHORRENT / ALLEGORY / ALLUSION / ATAVISM / CONSCIOUSNESS / DEBASED / DEGENERATE / DEPRAVED / DUALITY / ETHICS / FERAL / METAMORPHOSIS / PERVERSION / RESPECTABILITY / RESTRAINT / SAVAGE / SUBCONSCIOUS / SUPERNATURAL / UNORTHODOX / VICTORIAN</p> <p>FORM/STRUCTURE/LANGUAGE/TEXT/PLAY/STANZA/IMAGERY/LEXICAL FIELD/PLAYWRIGHT/ COUPLET/RHYMING COUPLET/ SIMILE/ CHARACTER/STAGE DIRECTIONS/RHYME/ METAPHOR/DESCRIBE/ MONOLOGUE/RHYME SCHEME/ PERSONIFICATION/ DIALOGUE/ VERSE/ EXTENDED METAPHOR/ IAMBIC PENTAMETER/ TRAGEDY / VERSE / PROSE / BLANK VERSE / SHAKESPEAREAN SONNET / STAGE DIRECTIONS / DIALOGUE / MONOLOGUE / SOLILOQUY / ASIDE / INTERNAL RHYME / JUXTAPOSITION / CAESURA / ENJAMBEMENT / FORESHADOWING / STICHOMYTHIA / FOREGROUNDING / REPETITION / DEVIATION / TURN-TAKING / STATIC CHARACTER / DYNAMIC CHARACTER / LENGTH OF TURNS</p> <p>FORM/STRUCTURE/LANGUAGE/TEXT/PLAY/STANZA/IMAGERY/LEXICAL FIELD/PLAYWRIGHT/ COUPLET/RHYMING COUPLET/ SIMILE/ CHARACTER/STAGE DIRECTIONS/ RHYME/ METAPHOR/DESCRIBE/ MONOLOGUE/ RHYME SCHEME/ PERSONIFICATION/ DIALOGUE/ VERSE/ EXTENDED METAPHOR/ IAMBIC PENTAMETER/ TRAGEDY / VERSE / PROSE / BLANK VERSE / SHAKESPEAREAN SONNET / STAGE DIRECTIONS / DIALOGUE / MONOLOGUE / SOLILOQUY / ASIDE / INTERNAL RHYME / JUXTAPOSITION / CAESURA / ENJAMBEMENT / FORESHADOWING / STICHOMYTHIA / FOREGROUNDING / REPETITION / DEVIATION / TURN-TAKING / STATIC CHARACTER / DYNAMIC CHARACTER / LENGTH OF TURNS/ GENRE/ PURPOSE/AUDIENCE/NON-FICTION/INFORM/EXPLAIN/ DESCRIBE/ FIRST-PERSON/THIRD-PERSON/ JUXTAPOSITION/ CHRONOLOGY/ FORM/STRUCTURE/ FOREGROUNDING/ FORESHADOWING/PATHOS/ETHOS/LOGOS/ANECDOTES/BIOGRAPHY/AUTOBIOGRAPHY/RHETORIC/ ALLITERATION/ RHETORICAL QUESTION/ REPETITION/ EMOTIVE LANGUAGE/ STATISTICS/ PERSUASIVE LANGUAGE/ HYPERBOLE/ ANADIPLOSIS/OPEN FORM/ CLOSED FORM/ SONNET/ ELEGY/ COUPLET/ RHYMING COUPLET/ IAMBIC PENTAMETER/RHYME/ RHYME SCHEME/ RHYTHM/ INTERNAL RHYME/ JUXTAPOSITION/ CAESURA/ ENJAMBEMENT/ REPETITION/ FOREGROUNDING/ SIMILE/ METAPHOR/ PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ ALLUSION/ LEXICAL FIELD/ OXYMORON/ ALLITERATION/ SIBILANCE/ ASSONANCE/ ONOMATOPOEIA/ FORESHADOWING/ EMOTIVE LANGUAGE/ RHETORICAL QUESTION/ SYMBOL/ HYPERBOLE</p>		Terminal Assessment	
The role of reading and comprehension	Embedded throughout: pupils read the original text, as well as reading around the text.						
The role of independent extended writing	Students have a weekly writing lesson based on the text, focusing on descriptive and transactional writing. This is personalised depending on the skills gaps of the class. The rubric of the exams is used.						
	Students are also expected to complete extended analytical writing based on their reading texts. This is personalised depending on the skills gaps of the class. The rubric of the exams is used.						
Mock Exam Opportunities in both November and February							

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The role of maths/ numeracy	Time management, number of marks		Time management, number of marks, century, using numeracy to identify meter and rhythm How statistics are used to inform/explain – and the effects.	
Links to careers/ aspirations	Working in theatre industry, develop an appreciation of drama, drama teacher. Politics Business and manufacturing		Emphasis on how exam success can improve post-16 options. Guidance on completing personal statements, college applications, and interview techniques.	
Core skills <i>A skill is a performance built on what a person knows</i>	To be able to: <ul style="list-style-type: none"> ➤ Develop a personal response to the text; ➤ Apply context ➤ Analyse Form, language and structure ➤ Accurately use subject terminology ➤ Identify characteristics of genre ➤ Evaluate and compare ➤ understand texts through comprehension skills ➤ use a range of descriptive writing features, ➤ spell accurately ➤ punctuate accurately ➤ use a range of sentence types ➤ paragraph accurately. 		To be able to: <ul style="list-style-type: none"> ➤ Develop a personal response to the text; ➤ Apply context ➤ Analyse Form, language and structure ➤ Accurately use subject terminology ➤ Identify characteristics of genre ➤ Evaluate and compare ➤ understand texts through comprehension skills ➤ use a range of descriptive writing features, ➤ spell accurately ➤ punctuate accurately ➤ use a range of sentence types ➤ paragraph accurately. 	
Dept. enrichment activities	Intervention/revision opportunities. KS4 homework support (at lunchtimes) Theatre trips/watching adaptations of the texts where possible.		Intervention/revision opportunities. KS4 homework support (at lunchtimes) Theatre trips/watching adaptations of the texts where possible.	
Home learning opportunities	Revision for fortnightly quiz Specific activities targeted to needs of students and related to the unit of study Private independent reading of literature texts and wider reading Regular reading of non-fiction texts e.g. newspaper		Revision for fortnightly quiz Specific activities targeted to needs of students and related to the unit of study Private independent reading of literature texts and wider reading Regular reading of non-fiction texts e.g. newspaper	