

English Year 11	Curriculum Intent: In year 11 students will consolidate the skills needed for the AQA English Language and Literature GCSE courses through a range of modern and historical set texts. Students will continue the study of Romeo and Juliet, then further develop their skills of analysis by analysing a range of Unseen poetry. Students will develop their understanding of writers' methods and how a writer creates meaning through the study of these and unseen narrative and non-fiction texts and be encouraged to apply these skills to their own writing. An array of skills will be developed with repeated practice, focusing on listening, discussing and presenting to explore their own ideas and viewpoints, prior to written responses. Spaced learning will occur through a range of lessons in each unit. Formative and summative assessment will be used to inform future teaching and learning and revision for the final GCSE examinations.																							
Term	Autumn One			Autumn Two			Spring One			Spring Two			Summer One			Summer Two								
Main Focus	Language Paper 2 - Writing			Shakespeare - Romeo and Juliet			Unseen Poetry			Language Paper 1 – Narrative Writing			Revision – English Language and English Literature											
The Big Question	How does the writer influence the reader?			How are key themes of love and conflict presented?			How do poets present their ideas?			How do writers engage their readers?			How are revision strategies used?											
Knowledge	To include: a variety of non-fiction writing techniques with focus on varied sentence structures, paragraphs, vocabulary and accurate spelling and punctuation.			To include: characters, plot, themes, structure, context, and writer's methods focusing on language, with close analysis of the extract and wider play.			To include: Content, poetic form, meaning, poetic techniques, effect on the reader.			To include: A variety of fiction writing techniques with focus on varied sentence structures, paragraphs, vocabulary and accurate spelling and punctuation.			To include: characters, plot, themes, language, structure, context, writer's methods and intentions.											
Understanding	Students will build on prior understanding of nonfiction texts by making links between language, structure and writer's intention and will explore how they create meaning and impact. They will further develop understanding by experimenting with those methods in their own writing.			Through the overarching context of Shakespeare's Elizabethan Tragedy links will be made between texts and writers' 'big ideas' on love, hate, fate and the changing world. There will be a clear focus on developing an understanding of stagecraft and how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing.			Through the exploration of a range of unseen poetry students will develop their understanding of poetic techniques and their effects. There will be a clear focus on developing an understanding of how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing.			Students will build on prior knowledge of the features of a range of narrative genres and apply to their own writing. There will be a clear focus on developing an understanding of how writers create textual meaning through the methods they use and the opportunity for students to experiment with narrative features in their own writing.			There will be a clear focus on developing students' understanding of examination requirements and the GCSE texts as well as examination technique and key revision methods. There will be particular focus on understanding how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing.											
Skills	Identifying Conventions	Spelling, Punctuation and Grammar	Sentence Structure and Vocabulary	Structure and Coherence	Formulating a response using an extract	Selecting Evidence	Analysing Techniques and effect on Audience	Apply Context	Identifying Conventions	Formulating a personal response	Selecting Evidence	Analysing Techniques and effect on Reader	Identifying Conventions	Spelling, Punctuation and Grammar	Sentence Structure and Vocabulary	Structure and Coherence	Identifying Conventions	Evaluating	Spelling, Punctuation and Grammar	Sentence Structure and Vocabulary				
Assessment	Formative: Peer and Self			Formative: Peer and Self			Formative: Peer and Self			Formative: Peer and Self			Formative: Peer and Self											
	Summative: Mock exam AQA 8700 Language Paper 1 and 2;			Summative: Mock exam AQA 8702 Literature Paper 1 and 2.			Summative: Mock exam AQA 8700 Language Paper 1 and 2			Summative: AQA 8702 Literature Paper 1 and 2.			Final GCSE examinations: AQA 8700 Language Paper 1 and 2; AQA 8702 Literature Paper 1 and 2.											
Revision/ Homework	https://senecalearning.com/en-GB/			https://senecalearning.com/en-GB/			https://senecalearning.com/en-GB/			https://senecalearning.com/en-GB/			https://senecalearning.com/en-GB/											
Hierarchy of Skills - Key				Underlying			Fundamental			Essential			Thoughtful			Perceptive								

The addresses in the 'Revision/Homework' boxes are hyperlinked to the websites.

*Please note that the Seneca tasks will only be accessible at the time of study.