

English Department – Year 11

 <p align="center">Shirley High Curriculum Map</p>	<p><i>In Year 11 English Literature we follow the AQA Exam Board and study a range of texts. We explore how writers and the creation of their texts are shaped by their historical context, the writer's experiences and views, and that these ideas change over time. We explore these ideas through classic literature: a 19th century novel, Shakespeare, a 20th century play and a collection of poetry exploring Power & Conflict.</i></p> <p><i>The Year 11 curriculum builds on experiences and knowledge from year 10, develops and refines those skills in preparation for exams and for meaningful choices for students beyond their GCSE studies. Students are challenged to think, support their ideas and express themselves clearly and confidently especially in writing.</i></p>			
	Autumn 1	Autumn 2	Spring 1/2	Summer 1/2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Literature: Power & Conflict Poetry Language Paper2	PPE Revision	Be-spoke Revision	Be-spoke Revision GCSE Exams
Why Now?	Students will develop the ability to analyse and evaluate key ideas related to power and conflict. They will compare how poets convey their attitudes and values to their audiences. Students will also evaluate how society's opinions about war have developed over time. They will consolidate their ability to write in a critical and academic style from last year. They will analyse poems and continue to master skills in understanding and writing about poetry. Students will also consolidate their knowledge and skills for Language Paper2	Students will begin revising the skills and knowledge learnt in year 10 and HT1 of year 11 for their first set of mock exams (school calendar PPE exams) for all four papers- Literature and Language.	Students will continue revising the skills and knowledge learnt in year 10 and HT1 of year 11. Using data and information from the February PPE's students will continue revising content for all four papers on areas of challenge for students and the whole class, preparing for success in final exams.	Students will continue revising the skills and knowledge learnt in year 10 and HT1 of year 11. Using data and information from the February PPE's students will continue revising content for all four papers on areas of challenge for students and the whole class, preparing for success in final exams. AQA exams for Literature at end of May and beginning of June.
Fundamental Concepts	<ul style="list-style-type: none"> Exploring thematic links World conflicts Presenting viewpoints critically Contemporary social and political contexts Essay writing Literary terms and techniques Power and conflict Making comparisons between texts Evaluating the impact of methods Extract analysis Detailed planning 	<ul style="list-style-type: none"> Impact of social historical times on the creation of the text Impact of social historical times on the audience/reader Literary terms and techniques. Texts types and genre Style, register, tone and modes of writing. Creative and transactional writing Detailed planning Comparative, analytical and critical essays Exam skills Assessment objectives Revision 	<ul style="list-style-type: none"> Impact of social historical times on the creation of the text Impact of social historical times on the audience/reader Literary terms and techniques. Texts types and genre Style, register, tone and modes of writing. Creative and transactional writing Detailed planning Comparative, analytical and critical essays Exam skills Assessment objectives Revision 	<ul style="list-style-type: none"> Impact of social historical times on the creation of the text Impact of social historical times on the audience/reader Literary terms and techniques. Texts types and genre Style, register, tone and modes of writing. Creative and transactional writing Detailed planning Comparative, analytical and critical essays Exam skills Assessment objectives Revision
Students will...	<ul style="list-style-type: none"> Continue to develop their ability to be able to write in a critical and controlled way, demonstrating their awareness of exam expectations for understanding and writing about specific texts & tasks Continue to develop their use of the correct literary terminology in essays & discussions Continue to demonstrate their knowledge of figurative language, ambitious vocab and other devices, including structure and be able to use these in their own creative writing. Be confident in their own understandings about texts and be able to write in depth and detail in response to the explicit exam task – in Lit & Lang Continue to advance their analysis skills of specific literary, rhetorical, grammatical and structural features that help shape meaning in implicit and explicit ways and how these techniques differ across a wide range of texts e.g. the poetry and unseen non-fiction extracts. Continue to master the ability to make explicit and interrelated links between analysing character, themes, plot and context in more detail. Continue to develop their analysis of how poetic form, language and structure and their distinctive features achieve a particular effect and impact a range of audiences/readers as well as convey and shape meaning, as well apply these skills to unseen poetry. Continue mastering their knowledge and skills in analyzing and identifying poetic meter and how speech is used to depict a narrator's thought/feeling as well as convey tone and message in poetry. Continue mastering and developing comparison skills from language paper 2 in term 2 of year 10, focusing on similarities and differences in poetry and how themes, ideas and techniques are conveyed and used across two or more poems/extracts. Continue mastering the terms learnt during the previous year. 	<ul style="list-style-type: none"> Be able to build on and master the ability to write in a critical and controlled way, demonstrating their awareness of exam expectations for understanding and writing about specific texts & tasks Continue to master and further develop the use of correct literary terminology in essays & discussions Demonstrate their knowledge of figurative language, ambitious vocab and other devices, including structure and be able to use these in their own creative/transactional writing writing. Be confident in their own understandings about texts and be able to write in depth and detail in response to the explicit exam task – in Lit & Lang Be aware of their own relevant strengths & weaknesses and work towards improving them 	<ul style="list-style-type: none"> Be able to build on and master the ability to write in a critical and controlled way, demonstrating their awareness of exam expectations for understanding and writing about specific texts & tasks Continue to master and further develop the use of correct literary terminology in essays & discussions Demonstrate their knowledge of figurative language, ambitious vocab and other devices, including structure and be able to use these in their own creative/transactional writing. Be confident in their own understandings about texts and be able to write in depth and detail in response to the explicit exam task – in Lit & Lang Be aware of their own relevant strengths & weaknesses and work towards improving them. 	<ul style="list-style-type: none"> Be able to build on and master the ability to write in a critical and controlled way, demonstrating their awareness of exam expectations for understanding and writing about specific texts & tasks Continue to master and further develop the use of correct literary terminology in essays & discussions Demonstrate their knowledge of figurative language, ambitious vocab and other devices, including structure and be able to use these in their own creative/transactional writing. Be confident in their own understandings about texts and be able to write in depth and detail in response to the explicit exam task – in Lit & Lang Be aware of their own relevant strengths & weaknesses and work towards improving them.

	<ul style="list-style-type: none"> Understand the importance and benefits of redrafting work and see how this has benefitted established writers. Master their oracy skills, by writing scripts and deliver creative and transactional group presentations. 			
Language for Life (Key terms/Vocabulary)	Poet, caesura, volta, rhythm, rhyme, enjambment, metaphor, simile, assonance, repetition, sibilance, oxymoron, symbolism, power, conflict, structure, methods, crafting, writer's purpose, iambic pentameter, blank verse, , repetition, alliteration, theme, allegory, symbolism, imagery, anaphora, antistasis, epistrophe, refrain, fricative alliteration, tone, mood, hypophora, procatalepsis, anadiplosis, mode, voice, style, register	A glossary of key terms will be provided covering language and literature	A glossary of key terms will be provided covering content learnt for both language and literature	A glossary of key terms will be provided covering content learnt for both language and literature
Extended writing Opportunities	<ul style="list-style-type: none"> Transactional writing- writing to a set brief Critical and analysis essays on an unseen extract Comparative essays exploring themes and ideas across texts Critical essay and analysis essay on unseen poetry 	<ul style="list-style-type: none"> Writing tasks from All 4 exams from the AQA language and literature specification 	<ul style="list-style-type: none"> Writing tasks from All 4 exams from the AQA language and literature specification 	<ul style="list-style-type: none"> Writing tasks from All 4 exams from the AQA language and literature specification
Maths Across the Curriculum	<ul style="list-style-type: none"> Timelines- concept of time: what happens, when Venn diagrams Drawing tables- character comparisons, links Time management – writing in exam conditions 	<ul style="list-style-type: none"> Timelines- concept of time: what happens, when Venn diagrams Drawing tables- character comparisons, links Time management – writing in exam conditions 	<ul style="list-style-type: none"> Timelines- concept of time: what happens, when Venn diagrams Drawing tables- character comparisons, links Time management – writing in exam conditions 	<ul style="list-style-type: none"> Timelines- concept of time: what happens, when Venn diagrams Drawing tables- character comparisons, links Time management – writing in exam conditions
Links to careers/ aspirations	Teacher, librarian, writer, journalist, advertising, media, film & TV industry, acting, political adviser	Teacher, librarian, writer, journalist, advertising, media, film & TV industry, acting, political adviser, author, poet, historian, educator, philologist, actor/actress, director, costume and stage designer, theatre manager, choreographer, cinematographer, archivist, exhibit	Teacher, librarian, writer, journalist, advertising, media, film & TV industry, acting, political adviser, author, poet, historian, educator, philologist, actor/actress, director, costume and stage designer, theatre manager, choreographer, cinematographer, archivist, exhibit	Teacher, librarian, writer, journalist, advertising, media, film & TV industry, acting, political adviser, author, poet, historian, educator, philologist, actor/actress, director, costume and stage designer, theatre manager, choreographer, cinematographer, archivist, exhibit
Cultural Capital	<p>They will develop knowledge of other times in relation to attitudes & behaviours about how people should behave, what is right action, what it is to be a good person, what influences our behaviour, including links to other cultures around the world. They will understand that ideas, attitudes and behaviours are not fixed but ever changing.</p> <p>Students will be encouraged to relate this knowledge, and ideas explored in this unit to modern society & their own experiences.</p> <p>Students will be encouraged to link their prior learning about the impact and influence of 19th and contemporary literature, art and the media and how this development influences modern day interpretations on stage, media and on film.</p>	<p>They will develop knowledge of other times in relation to attitudes & behaviours about how people should behave, what is right action, what it is to be a good person, what influences our behaviour, including links to other cultures around the world. They will understand that ideas, attitudes and behaviours are not fixed but ever changing.</p> <p>Students will be encouraged to relate this knowledge, and ideas explored in this unit to modern society & their own experiences.</p> <p>Students will be encouraged to link their prior learning about the impact and influence of 17th, 19th, 20th century and contemporary literature, art and the media and how this development influences modern day interpretations on stage, media and on film.</p>	<p>They will develop knowledge of other times in relation to attitudes & behaviours about how people should behave, what is right action, what it is to be a good person, what influences our behaviour, including links to other cultures around the world. They will understand that ideas, attitudes and behaviours are not fixed but ever changing.</p> <p>Students will be encouraged to relate this knowledge, and ideas explored in this unit to modern society & their own experiences.</p> <p>Students will be encouraged to link their prior learning about the impact and influence of 17th, 19th, 20th century and contemporary literature, art and the media and how this development influences modern day interpretations on stage, media and on film.</p>	<p>They will develop knowledge of other times in relation to attitudes & behaviours about how people should behave, what is right action, what it is to be a good person, what influences our behaviour, including links to other cultures around the world. They will understand that ideas, attitudes and behaviours are not fixed but ever changing.</p> <p>Students will be encouraged to relate this knowledge, and ideas explored in this unit to modern society & their own experiences.</p> <p>Students will be encouraged to link their prior learning about the impact and influence of 17th, 19th, 20th century and contemporary literature, art and the media and how this development influences modern day interpretations on stage, media and on film.</p>
Practical Application of Skills	<ul style="list-style-type: none"> Improved critical reading skills through reading of a classic literary novel. Written and oral communication skills to help construct, defend & debate an opinion. Ability to use subject specific terminology accurately and for effect. Development of accurate sophisticated vocabulary expressing a clearly articulated idea – both orally & in writing. Analyse a writer's language in order to understand the writer's intended effect on the original audience/reader. To write with confidence and clarity for both creative and analytical purposes. Cross-curricular: awareness of how historical and social contexts influence ideas in modern society. 	<ul style="list-style-type: none"> Improved critical reading skills through reading of a classic literary novel. Written and oral communication skills to help construct, defend & debate an opinion. Ability to use subject specific terminology accurately and for effect. Development of accurate sophisticated vocabulary expressing a clearly articulated idea – both orally & in writing. Analyse a writer's language in order to understand the writer's intended effect on the original audience/reader. To write with confidence and clarity for both creative and analytical purposes. Cross-curricular: awareness of how historical and social contexts influence ideas in modern society. 	<ul style="list-style-type: none"> Improved critical reading skills through reading of a classic literary novel. Written and oral communication skills to help construct, defend & debate an opinion. Ability to use subject specific terminology accurately and for effect. Development of accurate sophisticated vocabulary expressing a clearly articulated idea – both orally & in writing. Analyse a writer's language in order to understand the writer's intended effect on the original audience/reader. To write with confidence and clarity for both creative and analytical purposes. Cross-curricular: awareness of how historical and social contexts influence ideas in modern society. 	<ul style="list-style-type: none"> Improved critical reading skills through reading of a classic literary novel. Written and oral communication skills to help construct, defend & debate an opinion. Ability to use subject specific terminology accurately and for effect. Development of accurate sophisticated vocabulary expressing a clearly articulated idea – both orally & in writing. Analyse a writer's language in order to understand the writer's intended effect on the original audience/reader. To write with confidence and clarity for both creative and analytical purposes. Cross-curricular: awareness of how historical and social contexts influence ideas in modern society.