

English Department – Year 11



Shirley High Curriculum Map

*For both Year 11 GCSE English Language and GCSE English Literature we follow the AQA Exam Board and study a range of challenging and ambitious texts. We explore how writers and the creation of their texts are shaped by their historical context, the writer's intentions as well as own experiences, and that these ideas change over time for both contemporaneous audiences as well as contemporary audiences. We explore these ideas through classic literature: a 19th century novel (*The Strange Case of Dr Jekyll and Mr Hyde* by Robert Stevenson), Shakespeare (*Macbeth*), a 20th century play (*An Inspector Calls* by J B Priestley), and a collection of poetry exploring Power & Conflict which includes a range of fifteen poems spanning from the Renaissance era to our present day. The Year 11 curriculum builds on prior knowledge that students have gained in Year 10 and from the strong foundations built at Key Stage Three. Equally, it develops students' explicit skills in both reading and writing that have been taught in Year 10 and earlier in the school at Key Stage Three. Our Year 11 curriculum choices are ambitious, challenging and diverse. As a faculty, we ensure that our students are well prepared and ready for the series of formal exams at the end of the year. At every stage of the curriculum, we are committed to developing our students' skills so that all our students are challenged to think, support their ideas and express themselves clearly and confidently, especially in writing.*

	Autumn Term	Spring Term	Summer Term – Bespoke Revision
	Theme/Topic/Skill: Human Duality: The Struggle Between Good and Evil	Theme/Topic/Skill: Human Duality: The Struggle Between Good and Evil	Theme/Topic/Skill: Bespoke and personalised revision
	Literature: 19 th Century Novel: <i>The Strange Case of Dr Jekyll & Mr Hyde</i> by Robert Stevenson Unseen Poetry Revision on Language: The Fiction Paper (Paper 1) Revision for upcoming PPE3	Literature: 19 th Century Novel: <i>The Strange Case of Dr Jekyll & Mr Hyde</i> by Robert Stevenson Final cluster of the Power and Conflict Collection and Unseen Poetry Revision for upcoming PPE4	Bespoke and personalised revision including specific Masterclasses for each specific component of the exams.
Why Now?	<p>Students will continue to develop their skills of mastery of analysis and critical evaluation in the challenging nineteenth century literary text, <i>The Strange Case of Dr Jekyll and Mr Hyde</i> by Robert Stevenson. This text is the final literary text that is part of the GCSE English Literature specification and is probably the most challenging text studied so far.</p> <p>Students will explore how Stevenson presents characters, themes as well as setting within the novel. Students will be able to discuss more fully how the text itself can be seen as a microcosm for societal ideas of human duality, the gothic genre, and the increasing dichotomy between science and religion at the time when the text was written. Students will deepen their understanding and critical appreciation of the way that Stevenson crafts his character and uses them for specific functions within the text itself.</p>	<p>For the final cluster of the remaining poems from Power and Conflict, students will compare how poets convey their attitudes and values to their respective readers.</p> <p>Students will also evaluate how society's opinions about conflict (societal and individual; collective and personal) have developed over time. They will consolidate their ability to write in a critical and academic style from Year 10 and from the strong foundations built at Key Stage Three.</p> <p>Students will finish analysing all fifteen poems in this term and will continue to master skills in understanding and writing about poetry. Students will have ample opportunity for exam practice and developing explicitly comparative essay writing skills.</p> <p>Students will also consolidate their knowledge and skills for both Language Paper 1: Fiction and Language Paper 2: Nonfiction.</p>	<p>Students will continue revising the skills and knowledge learnt in Year 10 and Year 11 so far. Using data and information from the February Pre-Public Exams 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.</p> <p>AQA exams for Literature at the end of May and beginning of June.</p> <p>The GCSEs are examined in these components:</p> <p>GCSE English Language</p> <ul style="list-style-type: none"> • Paper 1: The Fiction Exam • Paper 2: The Nonfiction Exam <p>GCSE English Literature</p> <ul style="list-style-type: none"> • Paper 1: Shakespeare and the Nineteenth Century Novel • Paper 2: Modern Drama, Seen Poetry and Unseen Poetry
Fundamental Concepts	<ul style="list-style-type: none"> • Exploring thematic links within and across texts • Be able to construct clear, strong thesis statements about a text and be able to offer a detailed, planned and structured response to a particular focus on that text. • Be able to use subject specific and ambitious literary terminology when discussing ideas and understanding of different texts – both seen and unseen. • Making cultural, social and political links with works of literature. • Be able to adapt writing style for specific audiences and purposes • Consolidate an excellent working knowledge of the texts – including characterisation, understanding of themes and settings. • Transfer analytical approach to unseen poetry 	<ul style="list-style-type: none"> • Exploring thematic links within and across texts • Be able to construct clear, strong thesis statements about a text and be able to offer a detailed, planned and structured response to a particular focus on that text. • Be able to use subject specific and ambitious literary terminology when discussing ideas and understanding of different texts – both seen and unseen. • Be able to write imaginatively and descriptively in a clear, consistent and engaging way. • Be able to adapt writing style for specific audiences and purposes • Demonstrate a sound knowledge and understanding of how to approach both GCSE exams with confidence and stamina. 	<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. • Text types and genre • Style, register, tone and modes of writing. • Creative and transactional writing • Detailed planning • Comparative, analytical and critical essays • Exam skills – unpicking and “bugging” the question • Exam practice during real time during lessons • Understanding the specific demands and expectations of each of the assessment objectives • Specific and personalised revision techniques and tasks
Students will...	<ul style="list-style-type: none"> • Be able to respond in depth and with confidence to unseen poetry or prose. • Be able to make precise thesis statements about a text that offer focused responses to a task or respond to the question. • Be proficient at identifying a full range of features in a piece of writing using accurate terminology. • Fully evaluate the effect of a writer's methods and choices in some depth. • Structure and develop a meaningful comparison between two texts. • Link a wide range of cultural, socio-political and literary context to a work of literature. • Write fluent and imaginative descriptions or arguments that use language and syntax in a polished and disciplined way. • Employ consistently accurate and effective spelling, grammar punctuation. • Explore the key themes of a literary text in depth offering critical and exploratory insights into a writer's intentions and philosophies. • Practice how to respond to an unseen poem, identifying methods and meaning whilst offering a personal response to the thematic question • Have memorised extensive evidence from set literary texts. • Have a complete and full understanding of how to approach both AQA Language papers. 	<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 Literature & Language • Be aware of their own relevant strengths & weaknesses and work towards improving them • Develop mastery of the terms learnt during Year 10 and previous learning in Key Stage Three. • Deepen understanding of the importance and benefits of redrafting work and see how this has benefitted established writers. 	<ul style="list-style-type: none"> • 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 Literature & Language • 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. • Develop mastery of the terms learnt during Year 10 and previous learning in Key Stage Three. • Deepen understanding of the importance and benefits of redrafting work and see how this has benefitted established writers.
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, procatleipsis, anadiplosis, mode, voice, style, register	A glossary of key terms will be provided covering GCSE English Language and English Literature	A glossary of key terms will be provided covering GCSE English Language and English Literature

<p>Extended writing Opportunities</p>	<ul style="list-style-type: none"> • Transactional writing- writing to a set brief with a specific audience in mind with a specific purpose • 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
<p>Maths Across the Curriculum</p>	<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
<p>Links to careers/ aspirations</p>	<p>Teacher, librarian, writer, journalist, advertising, media, film & TV industry, acting, political adviser</p>	<p>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</p>	<p>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</p>
<p>Cultural Capital</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. Students will be encouraged to relate this knowledge, and ideas explored in this unit to modern society & their own experiences. 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. Students will be encouraged to relate this knowledge, and ideas explored in this unit to modern society & their own experiences. 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. Students will be encouraged to relate this knowledge, and ideas explored in this unit to modern society & their own experiences. 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>Practical Application of Skills</p>	<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.