

KAA Curriculum Overview		English Year 11		EOY Exam	Sequencing and Progression	
<p>Rationale</p> <p>Year 11 students study AQA English Literature GCSE (8702) and AQA English Language GCSE (8700). AQA Specification documents for English Literature (https://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF) and English Language (https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF).</p> <p>Throughout year 10, students have been taught each of the components for these assessments, so the focus in year 11 is on revision of content and refinement of skills. As such, each term gives students an opportunity to revise a different part of the course content, alongside the explicit teaching of vocabulary and the microelements of writing. Students also develop their understanding of what makes a successful essay, by focusing on the following elements: thesis generation; essay golden thread; ordering of points to maximise effectiveness; writing what sentences that are driven by writer's intentions; analysis of more sophisticated writer's methods; and evaluation of impact on both contemporary and modern audiences. These skills will not only allow students to be successful at GCSE, but will give them the foundational knowledge they need to access English at A-Level, or to write articulately in their future careers.</p> <p>There is also an increased focus on exam technique and building student exam stamina through regular independent writing practice and mock exams. The final section of the year also has a clear focus on essay planning skills with students moving to work in booklets containing essay planning grids and a reminder of the VIQs. During these lessons, students are expected to manipulate key pieces of evidence to fit multiple questions, in order to build their confidence and ensure they feel prepared for any question that may come up in their assessments.</p>				<p><i>What content and skills will be assessed in the EOY exam?</i></p> <p>English Literature Paper 1 – Shakespeare and the C19th novel Paper 2 – Modern texts and poetry</p> <p>English Language Paper 1 – Explorations in creative reading and writing Paper 2 – Writer's viewpoints and perspectives</p>	<p><i>How does this year build on what they've learnt last year?</i></p> <p>Students are directly using the content they have learnt across year 9 (AIC) and year 10, when they studied the GCSE set texts. This year, students will be reinforcing this knowledge and deepening their understanding through a series of revision lessons. Lessons this year will be more synoptic (focusing on a theme or character and how they are presented across the text as a whole), which will force students to draw on an array of knowledge from previous years and to make connections between these ideas.</p>	<p><i>How will it benefit them as they move forward next year?</i></p> <p>Students who go on to do English A Level will have a firm grounding in what an effective essay looks like as well as an understanding of how authors use their texts as a way to convey a message to or about society. Students will also be alert to the presentation of inequality and social injustice, which are relevant across the majority of the A Level texts.</p> <p>Those who do not continue English, will be well placed to express themselves coherently and convincingly both orally and in their written communication no matter which subjects they study.</p>
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Link to MTP Overview						
Topic studied & Fertile Question	<p>Topic: Power and Conflict Poetry and Unseen FQ: Does Power Lead to Conflict?</p> <p>Students will complete the rest of the poetry anthology for English Literature Paper 2. They will study these in groups of 2 or 3 and each week they will complete a comparative big write.</p> <p>Students will be constantly drawing comparisons between texts considering the best links to make in the anthology. Students will also have opportunities to develop their unseen skills through the new poems.</p> <p>At the end of the scheme, students will be introduced to unseen poetry.</p> <p>FRIDAY LESSONS Topic: An Inspector Calls</p>	<p>Topic: Lit p1&2; Lang p1&2 FQ: How do I Revise for English?</p> <p>Students will revise the whole English literature course and English Language P2 prior to their mock exams.</p> <p>Week 1 – ACC / Macbeth Week 2 – ACC / Lang P2 reading Week 3 – AIC / Poetry Week 4/5 – Mock Exams Week 6 – Lang paper 2 and review</p>	<p>Topic: Lit p1&2; Lang p1&2 FQ: How do I Revise for English?</p> <p>Students will revise the whole English literature and English language courses; they will spend a week on each section.</p> <p>Week 1 – AIC Week 2 – Poetry Week 3 – Language p1 reading Week 4 – Language p1 writing Week 5 – Language p1 assessment and Language p 2 Week 6 – Macbeth / AAC / Lang p1 review.</p>	<p>Topic: Lit p1&2; Lang p1&2 FQ: How do I Prepare for the Final Countdown?</p> <p>Students will prepare for mock exams in week 3.</p> <p>Week 1 – Macbeth and ACC Week 2 – English Language P2</p> <p>Following mock exams, students will move to revision booklets for AIC and poetry.</p>	<p>Topic: Lit p1&2; Lang p1&2 FQ: How do I Prepare for the Final Countdown?</p> <p>Students will complete a WTM for English Language p1 and p2.</p> <p>Students will work on a booklet for ACC and Macbeth in the run up to English Literature papers 1&2.</p>	<p>Students on exam leave</p> <p>Staff to run revision sessions (online/in person) for students to help prepare them for upcoming assessment. Sessions will be focused around revision booklets containing mock exam questions.</p> <p>CKM to run English pre-exam masterclasses the night before and the morning of the assessments focusing on last minute reminders and highest leverage points.</p>

	On Friday lessons, students will re-read AIC (they have not studied since the end of Y9). This will be followed up by prep sessions in the mornings.					
Adjustments to be made following last assessments / evaluation.	Build unseen practice in earlier to the scheme of work.				Increase student participation in process of modelling how to create essay plans. Make time for independent practice of writing paragraphs/full timed essays as well as planning essays. Ensure homeworks are promoting active revision strategies.	Not all staff required for the every revision session, would perhaps be more effective and time efficient to run 1 or 2 sessions with mixed classes and put staff on a rota.
Key knowledge and skills students need to have gained by the end of the unit	<p>Knowledge</p> <p>AO1: maintain a critical style and develop an informed personal response</p> <p>use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Vocabulary: Traumatizing, harrowing, merciless, patriotism, propaganda</p> <p>Technical Language: caesura, enjambment, motif, extended metaphor</p>	<p>LITERATURE: Knowledge</p> <p>AO1: maintain a critical style and develop an informed personal response</p> <p>use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>LANGUAGE: Knowledge See spring 1</p>	<p>LANGUAGE: Knowledge</p> <p>AO1: Identify and interpret explicit and implicit information and ideas and ideas & Select and synthesise evidence from different texts</p> <p>AO2: 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>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>LITERATURE: Knowledge</p> <p>AO1: maintain a critical style and develop an informed personal response</p> <p>use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>LITERATURE: Knowledge</p> <p>AO1: maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>LANGUAGE: Knowledge</p> <p>AO1: Identify and interpret explicit and implicit information and ideas and ideas & Select and synthesise evidence from different texts</p> <p>AO2: 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>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	

How is understanding assessed at the end of the unit?	End of half term big write: Power and conflict and unseen poetry comparison essay.	November Mock Exams: English Literature papers 1 & 2 English Language paper 2	February English Language paper 2	March Mock Exams: English Literature papers 1 & 2 English Language paper 1	GCSE NATIONAL EXAM DATES English Literature Paper 1: English Literature Paper 2: English Language Paper 1: English Language Paper 2:
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