

Year 11: English Literature

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topics	Poetry (anthology and unseen) and Jekyll & Hyde <i>Foci: Responding to unseen poems; developing responses to Jekyll & Hyde.</i>	Romeo & Juliet and Blood Brothers <i>Foci: Wider interpretations of texts and exploring effects of texts on readers</i>	Anthology Poetry <i>Focus: Range of well-informed comparisons</i>	All texts in GCSE exams <i>Foci: Producing responses where different aspects of disciplinary knowledge are integrated</i>			
Assessments	Unseen poetry – whole class feedback	MOCK EXAM (paper 2)	Blood Brothers – whole class feedback	MOCK EXAM (both papers)			
Building on Prior Learning	Substantive Knowledge – consolidating, and deepening, knowledge of exam texts as well as themes and, where relevant, context. Disciplinary/procedural Knowledge – increasingly developed personal responses, including wider interpretations and integrated contextual knowledge and understanding.						
Cultural Capital	Students will have the opportunity to further explore a range of poetry, prose, and drama texts, some from the literary canon and others with more contemporary origins. The introduction of the element of unseen poems will provide scope for a wider range of life experiences, values, and traditions to be explored.						
Mastery	Modelling of different aspects of relevant disciplinary knowledge enables students to develop in confidence, and to produce better quality, responses, more and more frequently in time-limited conditions. Students also become increasingly skilled at selecting appropriate disciplinary knowledge through guidance.						
Development of Character	By engaging with the ideas of others, both beyond school and within classrooms, students are provided with frequent opportunities to develop their characters both in moral terms (compassion, empathy, fairness, respect, self-discipline, tolerance) and intellectual (autonomy, creativity, focus, reasoning, and even possibly wisdom).						
Extra-Curricular opportunities	Theatre visits, where available.						
Metacognitive Learning	Students become increasingly competent with the components needed to create successful reading and writing responses, through a number of approaches including flash marking.						

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	Autumn 1	Autumn 2	Spring 1	Spring 2			
Topics	Audiences and non-fiction texts and transactional writing <i>Foci:</i> Reading - analysis, focusing on close analysis and audience; Writing – PATS	Imaginative writing and evaluating non-fiction texts <i>Foci:</i> Writing – intended impact on readers; reading – well-informed judgements.	Comparing non-fiction texts and structuring writing <i>Foci:</i> Reading – range of comparisons; writing – structuring responses.	All knowledge relevant to GCSE exams <i>Foci:</i> Reading – 19th century fiction and making critical judgements.			
Assessments	Language analysis – whole class feedback	MOCK EXAM (paper 2)	Imaginative Writing – green slip marking	MOCK EXAM (papers 1 and 2)			
Building on Prior Learning	Substantive Knowledge – students engage with more challenging texts continuing to learn about the craft of a writer through focused activities which complement, and enhance, skills of reading, writing and speaking and listening. Disciplinary/procedural Knowledge – Increasingly confident knowledge of relevant terminology allows for more targeted analysis and evaluation. Critical judgements, of students own writing and that of others, leads to deliberate choices being made.						
Cultural Capital	Non-fiction and imaginative writing texts provide opportunities to explore the lives of others, including Maya Angelou and a farmer affected by the Fukushima nuclear disaster. As writers, topics such as genetic engineering and reactions to older adults are explored.						
Mastery	Modelling of different aspects of relevant disciplinary knowledge enables students to develop in confidence, and to produce better quality, responses, more and more frequently in time-limited conditions. Students also become increasingly skilled at selecting appropriate disciplinary knowledge through guidance.						
Development of Character	By engaging with the ideas of others, both beyond school and within classrooms, students are provided with frequent opportunities to develop their characters both in moral terms (compassion, empathy, fairness, respect, self-discipline, tolerance) and intellectual (autonomy, creativity, focus, reasoning, and even possibly wisdom).						
Extra-Curricular opportunities	Extended journaling						
Metacognitive Learning	Students become increasingly competent with the components needed to create successful reading and writing responses, through a number of approaches including flash marking.						