

2023-2024 Year 11 Curriculum and Assessment Plan for English

<p>The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of English and develop students into critical and analytical students of the subject:</p> <p>By the end of year 11, students will have completed their GCSE course and will have dedicated extended periods to embedding skills in line with AQA's assessment objectives for Language and Literature; selecting appropriate textual evidence, analysing authorial choices, understanding and applying context, comparing writer's ideas and perspectives, communicating effectively and writing with technical accuracy. They will have extended and developed their understanding of both fiction and non-fiction texts across a wide range of genres and time periods and will have developed further as independent learners and as critical and reflective thinkers. They will have developed the ability to ask relevant questions about the decisions writer's make whilst thinking about the impact these texts have had on our lives and our understanding of the world. Students will have used their understanding of the craft and skill of writers to understand how to communicate their own ideas in creative writing ensuring that our students are prepared for any futures tasks where there is a need for them to express themselves.</p>					
<p>Half Term 1: Reading and Writing skills for Language Paper 2</p> <p>All students will know how:</p> <ul style="list-style-type: none">writers have used technique and craftto develop critical thinking and skills of analysis to be able to interpret a writer's workto consider what this reveals about a writer's authorial intentions.writer's viewpoints are affected by their perspectives and understand how these are presented in their writing.to write creatively to engage a reader and communicate clearly and effectively <p>All students will be assessed:</p> <p>Students will be assessed for this unit of learning in the second mock period after the February half term. All students will sit a full GCSE Language Paper 2 and receive summative feedback. Pupils will also be assessed in each lesson with low stakes retrieval style questions in order to reinforce core knowledge.</p> <p>Impact - Why do we teach this?</p> <ul style="list-style-type: none">Students need to leave school with confidence in their own ability to critically engage with texts they encounter in their lives.They need to be able to discern fact from opinionUse the skill of inference.They need to be able to communicate clearly and in a tone and style appropriate to the task at hand.	<p>Subject specific skills being developed:</p> <p>AO1 -Identify and interpret information and ideas. AO2 – Analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology AO3 – Compare writer's ideas and perspectives AO4 – Evaluate texts critically AO5 – communicate effectively, clearly and imaginatively AO6 – technical accuracy</p>	<p>Half Term 2: 19th Century Text: 'A Christmas Carol'</p> <p>All students will know:</p> <ul style="list-style-type: none">How to engage with writing from the 19th centuryHow writers used their craft to deliver messages for the audiences of their time.How to understand the contexts in which these texts were writtenhow to use this context to illuminate their analysishow to construct extended pieces of writing where they can explore the writer's use of language, form and structure in response to a question. <p>All students will be assessed:</p> <p>Students will be assessed for this unit of learning in the second mock period after the February half term. All students will sit a GCSE style question and receive summative feedback. Pupils will also be assessed in each lesson with low stakes retrieval style questions in order to reinforce core knowledge.</p> <p>Impact - Why do we teach this?</p> <ul style="list-style-type: none">Students need to be equipped with skills to help them decode and understand language that is not immediately familiar to them.students need to understand the methods of some of the classic, canonical writers of our time. <p>This study will help students understand common references made in today's society and will show them how the ideas and themes of texts written two centuries ago can still have an impact now.</p>	<p>Subject specific skills being developed:</p> <p>AO1 – Read, understand and respond to texts. AO2 – Analyse the language, form and structure used by the writer to create meanings and effects. AO3 – Show understanding of the relationships between texts and the contexts in which they were written. AO4 – use a range of vocabulary and sentence structures</p>	<p>Half Term 3: Worlds & Lives Poetry Cluster/Unseen poetry</p> <p>All students will:</p> <ul style="list-style-type: none">know how poets use the form of poetry to communicate their ideas about their worlds and livesunderstand the techniques used in poetrydevelop their ability to analyse the choices a poet has used.know the contexts in which each poem was writtenbe able to comment upon the impact each poem has had on society today. <p>All students will be assessed:</p> <p>Students will be assessed for this unit of learning in the second mock period after the February half term. All students will sit a GCSE style question and receive summative feedback. Pupils will also be assessed in each lesson with low stakes retrieval style questions in order to reinforce core knowledge.</p> <p>Impact - Why do we teach this?</p> <ul style="list-style-type: none">students need to become familiar with different forms of expression.They will need to become familiar with constructs of power and conflict and how we can see these today.These texts give students a insight into the lives of those whose circumstances we would never know enabling students to exercise their skills in empathy and compassion.	<p>Subject specific skills being developed:</p> <p>AO1 – Read, understand and respond to texts. AO2 – Analyse the language, form and structure used by the writer to create meanings and effects. AO3 – Show understanding of the relationships between texts and the contexts in which they were written. AO4 – use a range of vocabulary and sentence structures</p>
	<p>Reading Skills needed for this unit:</p> <p>Skim/Scan, summarising key information, drawing key conclusions and evaluations, text interpretation</p>	<p>Reading Skills needed for this unit:</p> <p>Skim/Scan, summarising key information, drawing key conclusions and evaluations, text interpretation</p>	<p>Reading Skills needed for this unit:</p> <p>Skim/Scan, summarising key information, drawing key conclusions and evaluations, text interpretation</p>	<p>Reading Skills needed for this unit:</p> <p>Skim/Scan, summarising key information, drawing key conclusions and evaluations, text interpretation</p>	<p>Reading Skills needed for this unit:</p> <p>Skim/Scan, summarising key information, drawing key conclusions and evaluations, text interpretation</p>
	<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none">HistoryPSHEDrama		<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none">HistoryPSHEDrama		<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none">HistoryPSHEDrama
<p>Half Term 4: Worlds & Lives Poetry Cluster</p> <p>All students will:</p> <ul style="list-style-type: none">know how poets use the form of poetry to communicate their ideas about power and conflictunderstand the techniques used in poetrydevelop their ability to analyse the choices a poet has used.know the contexts in which each poem was writtenbe able to comment upon the impact each poem has had on society today. <p>All students will be assessed:</p> <p>Students will be assessed for this unit of learning in the second mock period after the February half term. All students will sit a GCSE style question and receive summative feedback. Pupils will also be assessed in each lesson with low stakes retrieval style questions in order to reinforce core knowledge.</p> <p>Impact - Why do we teach this?</p> <ul style="list-style-type: none">students need to become familiar with different forms of expression.They will need to become familiar with constructs of power and conflict and how we can see these today.	<p>Subject specific skills being developed:</p> <p>N/A</p>	<p>Half Term 5: Exam Preparation</p> <p>All students will know:</p> <p>N/A</p> <p>All students will be assessed:</p> <p>N/A</p> <p>Impact - Why do we teach this?</p> <p>N/A</p>	<p>Subject specific skills being developed:</p> <p>N/A</p>	<p>Half Term 6: Exam Preparation</p> <p>All students will know:</p> <p>N/A</p> <p>All students will be assessed:</p> <p>N/A</p> <p>Impact - Why do we teach this?</p> <p>N/A</p>	<p>Subject specific skills being developed:</p> <p>N/A</p>
	<p>Reading Skills needed for this unit:</p> <p>N/A</p>	<p>Reading Skills needed for this unit:</p> <p>N/A</p>	<p>Reading Skills needed for this unit:</p> <p>N/A</p>	<p>Reading Skills needed for this unit:</p> <p>N/A</p>	<p>Reading Skills needed for this unit:</p> <p>N/A</p>
	<p>Key Vocabulary:</p> <p>N/A</p>		<p>Key Vocabulary:</p> <p>N/A</p>		
<p>Half Term 4: Worlds & Lives Poetry Cluster</p> <p>All students will:</p> <ul style="list-style-type: none">know how poets use the form of poetry to communicate their ideas about power and conflictunderstand the techniques used in poetrydevelop their ability to analyse the choices a poet has used.know the contexts in which each poem was writtenbe able to comment upon the impact each poem has had on society today. <p>All students will be assessed:</p> <p>Students will be assessed for this unit of learning in the second mock period after the February half term. All students will sit a GCSE style question and receive summative feedback. Pupils will also be assessed in each lesson with low stakes retrieval style questions in order to reinforce core knowledge.</p> <p>Impact - Why do we teach this?</p> <ul style="list-style-type: none">students need to become familiar with different forms of expression.They will need to become familiar with constructs of power and conflict and how we can see these today.	<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none">HistoryPSHEDrama	<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none">HistoryPSHEDrama	<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none">HistoryPSHEDrama	<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none">HistoryPSHEDrama	<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none">HistoryPSHEDrama

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Ensuring this curriculum meets the needs of all pupils: this curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge identified. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole school policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. For example SEND students have individual learning profiles that outline needs/strategies to be used. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.					
Enrichment opportunities: The English Department offer a range of trips to support the English curriculum. For KS4, there are lots of opportunities to see theatre productions of the texts being studied. Additionally, the English Department offer opportunities to engage in Public Speaking competitions, trips to Shakespeare's birthplace, Poetry Live!, Royal Shakespeare Company and The Harry Potter Exhibition.					
Career opportunities/ links: Journalism, teaching, law, public relations, advertising, translation, marketing, consultancy, business, performing arts, academia, government, linguistics, media, design.					