

Year 11 Curriculum Overview Plan: Subject English Literature

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Key Theme: A Christmas Carol Revision</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <ul style="list-style-type: none"> -Literal and inferential comprehension -Critical reading -Evaluation of a writer's choice of vocabulary, grammatical and structural features -Producing clear and coherent text -Knowledge of plot, character and theme across a novella. -Knowledge of 19th Century context. -Analysis of language in 19th Century literature. | <p>Key Theme: An Inspector Calls Revision</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <ul style="list-style-type: none"> -Literal and inferential comprehension -Critical reading -Evaluation of a writer's choice of vocabulary, grammatical and structural features -Producing clear and coherent text -Knowledge of plot, character and theme across a play. -Language analysis of a play script. | <p>Key Theme: Macbeth Revision</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <ul style="list-style-type: none"> -Literal and inferential comprehension -Critical reading -Evaluation of a writer's choice of vocabulary, grammatical and structural features -Producing clear and coherent text -Adapt reading analysis skills to an extract question. -Character/theme based whole text questions. | <p>Key Theme: Poetry Revision</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <ul style="list-style-type: none"> -Literal and inferential comprehension -Critical reading -Evaluation of a writer's choice of vocabulary, grammatical and structural features -Producing clear and coherent text <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> -Nature/War/Love Poetry. -Poetic Voices Y9. -World Writing in Y8. -Growing Up Poetry Y7. <p>Key Assessment Pieces:</p> | <p>Key Theme: Bespoke Cycles of Revision (exam season)</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <ul style="list-style-type: none"> -Literal and inferential comprehension -Critical reading -Evaluation of a writer's choice of vocabulary, grammatical and structural features -Producing clear and coherent text | |

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| <p>Links to Prior Learning: -Oliver Twist – Y7. -Havisham character through Poetic Voices Y9 -Class text studies in KS3.</p> <p>Key Assessment Pieces: The importance of the ghosts in A Christmas Carol.</p> <p>Tier 2/3 Vocabulary Vault: Affluence Misanthropic Societal Jovial Benevolence Redemption Humanitarian Cordial Destitute Implore Melancholy Phenomenon Parsimonious Beneficent Prophetic</p> | <p>Links to Prior Learning: -Shakespeare study in Key Stage 3. -Dramatic technique teaching in Y9.</p> <p>Key Assessment Pieces: Mock 2019 -Lady Macbeth’s Death/Lady Macbeth -Responsibility -Cratchits. -Unseen Poetry</p> <p>Tier 2/3 Vocabulary Vault: Society Class Privilege Activist Political Socialist Unrest Equality Pompous Arrogant Capitalism Establishment Aristocracy Pique</p> | <p>Links to Prior Learning: -KS4 literature texts – An Inspector Calls and A Christmas Carol. -KS3 – literature analysis.</p> <p>Key Assessment Pieces: Ambition in Macbeth.</p> <p>Tier 2/3 Vocabulary Vault: Malevolent Emasculates Deceive Manipulative Anxious Anguish Tormented Disturbed Guilt-ridden Regicide Pragmatic Sibilance</p> | <p>Mock 2020 -Lady Macbeth sleep walking/Macbeth -The Inspector -Change in Scrooge -Unseen Poetry</p> <p>Tier 2/3 Vocabulary Vault: Social Justice Antiquities Imperceptible Isolated Insignificant</p> <p>Reading Exposure: Selection of poetry</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: -Use of retrieval practice in DIN. -Consistent and progressive success criterion.</p> | <p>Links to Prior Learning: This should only be revisiting prior learning as attendance may be inconsistent due to exams.</p> <p>Key Assessment Pieces: Final GCSE examinations.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: -Use of retrieval practice in DIN. -Consistent and progressive success criterion.</p> | |
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| <p>Reading Exposure: -Full text of A Christmas Carol -Nonfiction pieces linked to Dickens' London.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>-Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap)</p> | <p>Chivalrous Condescension</p> <p>Reading Exposure: -Full script of An Inspector Calls. -Contextual information to further knowledge of plot and language choices.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>-Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap)</p> | <p>Reading Exposure: Macbeth – William Shakespeare Contextual information to support reading</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>-Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap)</p> | <p>- Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap)</p> | <p>- Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap)</p> | |
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