Curriculum Map: Year 11 English						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	**English language- paper 2 (writing focus)** **English literature- love poems Unseen poetry** **English language- paper 1 (writing focus)**	**English literature – nature poems** **English language- paper 1 (reading focus)**	**English language – paper 2 (reading focus)** **English literature – Blood Brothers and Jekyll & Hyde**	**English literature – Macbeth and Unseen poetry** **English language – Component 1 & 2 (writing focus)**	**Revision of language and literature skills**	**GCSE exams begin**
Intent	To provide students with secure knowledge of all literature texts being studied, ensuring they are able to write extensively on themes and author intent, in preparation for GCSE examinations. To provide students with the necessary skills to write clearly and extensively and for the correct purpose, form & audience.	To provide students with secure knowledge of all literature texts being studied, ensuring they are able to write extensively on themes and author intent, in preparation for GCSE examinations. To provide students with the necessary skills to write clearly and extensively and for the correct purpose, form & audience.	To provide students with the necessary skills to analyse unseen fiction & non-fiction texts, as well as being able to plan and write accurately in timed conditions. To provide students with secure knowledge of all literature texts being studied, ensuring they are able to write extensively on themes and author intent, in preparation for GCSE examinations.	To provide students with secure knowledge of all literature texts being studied, ensuring they are able to write extensively on themes and author intent, in preparation for GCSE examinations. To provide students with the necessary skills to write clearly and extensively and for the correct purpose, form & audience.	To prepare students for the formal GCSE examinations.	
Key Knowledge	. Respond to texts in detail. Link texts to their contexts. Comment on author's intent. Write appropriately for purpose and form.	Respond to texts in detail. Link texts to their contexts. Comment on author's intent. Write appropriately for purpose and form.	Respond to texts in detail. Link texts to their contexts. Comment on author's intent. Write appropriately for purpose and form.	Respond to texts in detail. Link texts to their contexts. Comment on author's intent. Write appropriately for purpose and form.	Respond to texts in detail. Link texts to their contexts. Comment on author's intent. Write appropriately for purpose and form.	

Key Skills (Reading, writing, grammar & vocabulary and spoken language)	Writing consistently and coherently. Engaging with challenging texts. Analysis of form, structure and language, using accurate terminology. Linking texts to contexts. Making comparisons between texts. Writing accurately and appropriately.	Writing consistently and coherently. Engaging with challenging texts. Analysis of form, structure and language, using accurate terminology. Linking texts to contexts. Making comparisons between texts. Writing accurately and appropriately.	Writing consistently and coherently. Engaging with challenging texts. Analysis of form, structure and language, using accurate terminology. Linking texts to contexts. Making comparisons between texts. Writing accurately and appropriately.	Writing consistently and coherently. Engaging with challenging texts. Analysis of form, structure and language, using accurate terminology. Linking texts to contexts. Making comparisons between texts. Writing accurately and appropriately.	Writing consistently and coherently. Engaging with challenging texts. Analysis of form, structure and language, using accurate terminology. Linking texts to contexts. Making comparisons between texts. Writing accurately and appropriately.	
Key Vocabulary	Fluency Coherence Structure Tone Perspective Analysis Evaluation Inference Method Context	Fluency Coherence Structure Tone Perspective Analysis Evaluation Inference Method Context	Fluency Coherence Structure Tone Perspective Analysis Evaluation Inference Method Context	Fluency Coherence Structure Tone Perspective Analysis Evaluation Inference Method Context	Fluency Coherence Structure Tone Perspective Analysis Evaluation Inference Method Context	
Key Reading	Unseen poetry Poetry anthology	Unseen poetry Post-1914 text – *Blood Brothers*	Unseen fiction and non-fiction texts Post-1914 text – *Blood Brothers* Pre-1914 text – *Jekyll and Hyde*	Unseen poetry Shakespeare – *Macbeth*	- Unseen fiction and non-fiction texts - Shakespeare – *Macbeth* - Pre-1914 text – *Jekyll and Hyde* - Post-1914 text – *Blood Brothers* - Unseen poetry	
Misconceptions	Pupils understanding that they need to be discussing context in the poetry assessments.	Romantic movement. Time map of when the poems are written.	No need to include context for Blood Brothers or Jekyll and Hyde. Atavism- fear of regression	No need to include context for Macbeth. The various 'M' names in Macbeth.		

			Duality- Jekyll and Hyde are symbols/ constructs			
Start Point	Teaching unseen poetry strategies. Content and analysis of the 4 love poems. Teaching the structure of how to write a letter/ speech. Teaching pupils how to use the picture stimulus as a prompt to write.	Content and analysis of the nature poems poems. Recap how to write an answer for 15 mark and 25 mark questions. Introducing the structure for how to approach the question on language paper 1.	All pupils have read the full text. Recall of plot/ character/ themes. Focus on developing ability to write about a theme/ character.	All pupils have read the full text. Recall of plot/ character/ themes. Focus on developing ability to write about a theme/ character.		
End Point	To read, understand and respond to texts, both studies and unseen. To write appropriately for audience, purpose and form.	To read, understand and respond to texts, both studies and unseen. To write appropriately for audience, purpose and form.	To read, understand and respond to texts, both studies and unseen. To write appropriately for audience, purpose and form.	To read, understand and respond to texts, both studies and unseen. To write appropriately for audience, purpose and form.	To read, understand and respond to texts, both studies and unseen. To write appropriately for audience, purpose and form.	
Form of Assessment	**Timed responses in class.**	**Timed responses in class.** **Mock examinations.**	**Timed responses in class.**	**Timed responses in class.** **Mock examinations.**	**Timed responses in class.**	**End of year examinations**