

Curriculum Map 2021/2022



YEAR 11 ENGLISH

The course intent:

- Study of a 19th Century Novel- Dr Jekyll and Mr Hyde- English Literature exam text
- Students will analyse Stevenson's intentions and the effects his methods might have on the reader
- Term 1 is establishing an understanding of context, narrative styles, genre conventions and effect of writers devices.

Autumn 1:

Students are exploring Stevenson's use of language and structural devices in the novella. Students apply context to characters, events and themes by reading non-fiction articles about Victorian England, the roles of science and religion, social class, masculinity, drug abuse and the gothic genre.

Students have explored methods of presenting characters and themes through:

- Language and structural devices
- Context

What will I see in lessons?

In lessons you will see:

English teachers/students will read **extended texts aloud or use audiobooks** students encouraged to be active participants in reading as a class and responding to texts. Teachers will reinforce key language (Tier 2-3 vocabulary) and put in context for students, for example the use of key terminology – examples of how to apply new tier 2 and 3 vocabulary – students are encouraged to identify devices, consider the purpose of them, the impact on the audience and the effect of context on the novel.

Students will be familiar with the play as a stage production and be aware of possible responses by different audiences.

Visually engaging presentations with questions on board and modelled answers to support slow processing students. Challenge tasks to stretch all students, including the highest attaining.

Explanation, Modelling and questioning

We aim for students to have a secure understanding of how to respond to assessment and exam questions with structured responses. Teachers model good practice through live modelling, sharing exemplar answers and written and verbal feedback. Teachers ask scaffolded or probing and challenging questions using Blooms taxonomy – based on knowledge of students' needs.

What will I see in books?

In books you will see:

Textual analysis – students have highlighted and annotated key extracts from the play in their **printed copy of Dr Jekyll and Mr Hyde**. They evidence their ability to deconstruct a literary text. They have a chapter-by-chapter quote retrieval book.

Purple writing/note books are used to make notes, copy whole –class examples, complete mini tasks, answer questions, annotate exemplar paragraphs and note contextual information.

Green Assessment Books should show **development in analytical writing** as students are encouraged to write in response to assessment tasks and exam style questions.

Students will use key terminology in their writing– and aim to be structuring work in a way that shows an understanding of writer's purpose, impact of devices and contextual factors.

Books should be **well presented and structured** so that all work is contextualised. There should be evidence of an understanding of **Stevenson's use of devices and impact of context** and students being confident to use their knowledge to analyse. There will be evidence of green pen work – self assessment and response to teacher red pen marking and collective feedback sheets

<p>Retrieval – Do now tasks link back to previously taught skills and knowledge both in Year 10 as well as previous weeks/ days. Students will be active participants – asking and answering questions so that a sense of curiosity is fostered and confidence in prior learning grows. Answers are provided to challenge misconceptions and actively respond to gaps in knowledge.</p>	
<p>What formative assessment will I see?</p> <p>Shared responses – annotating of key extracts in play.</p> <p>Whole-class modelling of paragraph responses- the organic nature of the modelling allows for formative opportunities.</p> <p>Students will write in response to evaluative and analytical questions inviting recall and application of literary knowledge and thinking. This will be applied to how Shakespeare presents characters, themes and ideas.</p> <p>Green Book assessment tasks with green pen reflection</p>	<p>What is the department currently reading and discussing and why:</p> <p>The department will be focusing on reading articles by Alex Quigley on how to develop Tier 2 literacy. https://www.theconfidentteacher.com/</p> <p>Thinking Reading: What every Secondary teacher Needs to Know About Reading <i>James and Dianne Murphy</i></p> <p>Retrieval Practice: https://www.retrievalpractice.org/</p>