

# St Mary's CE High School Curriculum Map 2023-24

## YEAR 11 English Literature and Language



Through the exploration of literature and language, students embark on a transformative journey, developing cultural, emotional, intellectual, social, and spiritual growth. Reading becomes a gateway to acquiring knowledge and expanding existing foundations, fuelling curiosity and lifelong learning, as well as fostering equitable access to cultural capital. By embracing the richness of literature and language, we empower students to become articulate communicators, compassionate global citizens and the voices of a brighter future so they see no barriers to aspiring to ambitious careers.

**Year 11 English** is the second year of the two-year GCSE course. At the end of KS4, students should have two English GCSEs: English Literature and English Language. They follow the AQA specification for both English Literature and English Language

	<b>Autumn 1</b> <b>19th-Century novel</b> <b>Dr Jekyll &amp; Mr Hyde</b>	<b>Autumn 2</b> <b>Building</b> <b>Connections</b>	<b>Spring 3</b> <b>Modern Text</b> <b>An Inspector Calls</b>	<b>Spring 4</b> <b>Building</b> <b>Connections</b>	<b>Summer 5</b> <b>Building</b> <b>Connections</b>	<b>Summer 6</b>
<b>CONTENT</b> <i>Declarative Knowledge - Know what</i>	<ul style="list-style-type: none"> <li>Duality/ binary opposites</li> <li>Hierarchy and class</li> <li>Repression / Freudian analysis</li> <li>Darwin's theory</li> <li>Pathetic fallacy</li> <li>Foreshadowing</li> <li>Science V Religion</li> <li>Respect and reputation</li> <li>Tier 2 vocabulary</li> </ul>	Romeo and Juliet Dr Jekyll & Mr Hyde & Language paper 1 <ul style="list-style-type: none"> <li>Study skills</li> <li>Planning</li> <li>Mark schemes and past papers</li> <li>Recall and repetition.</li> <li>Tier 2 vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Class</li> <li>Cause and Effect</li> <li>Youth V Experience</li> <li>Supernatural</li> <li>Social Duty</li> <li>Gender</li> <li>Stage direction</li> <li>Tension</li> <li>Political context</li> <li>Dramatic irony</li> <li>Tier 2 vocabulary</li> </ul>	<b>Language:</b> AQA Language Paper 1 Fiction AQA Language Paper 2 Non-fiction  <b>Literature:</b> Romeo and Juliet Poetry Anthology Unseen Poetry Dr Jekyll & Mr Hyde An Inspector Calls Tier 2 vocabulary	<b>Language:</b> AQA Language Paper 1 Fiction AQA Language Paper 2 Non-fiction  <b>Literature:</b> Romeo and Juliet Poetry Anthology Unseen Poetry Dr Jekyll & Mr Hyde An Inspector Calls Tier 2 vocabulary	
<b>SKILLS</b> <i>Procedural Knowledge - Know how</i>	<b>Reading</b> Respond to key ideas and concepts in set texts by demonstrating a more personal response. Use a range of carefully selected evidence to support interpretations and ideas. Analyse the writer's intentions by including a range of appropriate methods. Make wider contextual links and include the bigger picture. <b>Writing</b>		<b>Reading</b> Respond to key ideas and concepts in set texts by demonstrating a more personal response. Use a range of carefully selected evidence to support interpretations and ideas. Analyse the writer's intentions by including a range of appropriate methods. Make wider contextual links and include the bigger picture. <b>Writing</b>		<b>Reading</b> Respond to key ideas and concepts in set texts by demonstrating a more personal response. Use a range of carefully selected evidence to support interpretations and ideas. Analyse the writer's intentions by including a range of appropriate methods. Make wider contextual links and include the bigger picture. <b>Writing</b> To write in a style that is well-structured, articulate and carefully planned.	

	<ul style="list-style-type: none"> <li>– Accurate punctuation, spelling and grammar used through formal English essay writing skills</li> <li>– Use of specific vocabulary that will aid the meaning/specificity of the essay</li> </ul> <p><b><u>STUDY SKILLS</u></b>  Retrieval Practice  Guided Practice  Independent practice and reflection</p>	<ul style="list-style-type: none"> <li>– Accurate punctuation, spelling and grammar used through formal English essay writing skills</li> <li>– Use of specific vocabulary that will aid the meaning/specificity of the essay</li> </ul> <p><b><u>STUDY SKILLS</u></b>  Retrieval Practice  Guided Practice  Independent practice and reflection</p>	<p>To include appropriate and imaginative vocabulary according to task, purpose and audience.  To write with technical accuracy - SPAG  Plan and write an effective descriptive or narrative response.  Select and use vocabulary for impact on the reader.  Construct sentence structures and other language devices and their impact on the reader.  Sentence structure and language devices and spelling and punctuation accurately. Revisit writing skills building on prior knowledge  Plan and write an effective transactional response.  Revisit Following a line of argument.</p> <p><b><u>STUDY SKILLS</u></b>  Retrieval Practice  Guided Practice  Independent practice and reflection</p>
<b>KEY QUESTIONS</b>	<p><b>Autumn 1:</b>  How is the theme of duality shown in the novel?  How is pathetic fallacy used to create mood and atmosphere?  To what extent is the novel a gothic text?  What would a Victorian reader feel about the depiction of science in the text?  How does the writer challenge the concept of morality?</p> <p><b>Autumn 2:</b>  How can we revise effectively?</p>	<p><b>Spring 1:</b>  How and why does Sheila change in An Inspector Calls?</p> <p>How does Priestley explore responsibility in An Inspector Calls?  How does Priestley explore the idea of blame in An Inspector Calls?  How does Priestley explore the ideas of status and power in An Inspector Calls?  How is dramatic irony used for effect in the play?</p> <p><b>Spring 2:</b>  PLANNING FOR EXAMS</p>	<p><b>Summer 1 &amp; 2</b>  EXAM WINDOW</p>
<b>ASSESSMENT</b>	<p><b>Autumn 1:</b>  1. <i>NMM: Lang Paper 1 Q5 –</i></p> <p>2. <i>Teacher Marked:</i>  <i>Dr Jekyll &amp; Mr Hyde Chapter 7:</i>  How does Stevenson present the theme of repression?</p> <p>3. Walking Talking Mock  Lang Paper 1 - <u>June 2017 Paper</u></p>	<p><b>Spring 1:</b>  1. <u><i>NMM: Lang Paper 2 Q5 – Nov 2019 Paper</i></u></p> <p><u>Teacher Marked:</u>  An Inspector Calls:  Extract question</p> <p><b>Spring 2:</b></p>	<p><b>Summer 1:</b>  <u>NMM: Unseen Poetry</u>  Paper 2</p>

	<p>Lit Paper 1 – <u>June 2017 Paper</u></p> <p><b>Autumn 2:</b></p> <p>Externally Marked: Literature Paper 1: <i>Romeo and Juliet</i></p> <p><i>How does Shakespeare present the relationship between Romeo and Juliet</i></p> <p>Dr Jekyll and Mr Hyde</p> <p>ch. 8 Hyde as an inhuman and disturbing member of society</p>	<p>Externally Marked: Language Paper 2</p> <p><u>November 2020 Paper</u></p> <p>Externally Marked: Literature Paper 2: <u>November 2020 Paper</u></p> <p><i>An Inspector Calls</i></p> <p>Externally Marked: Literature Paper 2: <u>November 2020 Paper</u></p> <p><i>Poetry: Power and Conflict + Unseen</i></p>	
<b>EXTENDED LEARNING</b>	Homework booklets with non-fiction articles and contextual information	Revision booklets with practise questions for Literature and Language	