



**Intent for Year 11 ONE YEAR ENGLISH LANGUAGE GCSE Curriculum 2021-2022**

‘All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.’

**Implementation:** students will maintain a creative exploration of writer’s craft through fiction and non-fiction writing. For non-fiction specifically, pupils will engage with current affairs, matters of the world around them and philosophical debates. Once again, building on experiences from KS3, will develop a thorough understanding of how to formulate an argument, inform of a situation, and persuade an audience to a point of view. Opportunities are continually sought to provide conversations that explores how the power of language can be used to persuade, and careers that be explored through understanding effective use of language These characteristics will be learned through an arena of empathy, understanding, and respect for others.

**Curriculum adaptations as a result of the pandemic:** As an adaptation implement this academic year by AQA, the Power and Conflict Poetry Anthology will not be covered as content for an exam paper. In light of Covid adaptations reflected lower down the school, in KS4 there will also be an additional inclusion of a revisit of KS2 and key KS3 GPS as a Reading and Literacy skills weekly lesson. This is to ensure robust confidence in skills achieved in KS2, and to cement building blocks in place for increasing relevant GPS for success at KS4.

Term	Enquiry/Topic/Unit:	Key Outcomes:	Character Education:	Assessment:	Vocabulary:	Home-Learning:
<b>1a and 1b</b>	<p>What are the key skills needed for Language Paper 1?</p> <p>How can we be successful in Language paper 1?</p>	<p>Students will re-cap and practise key skills needed for Language Paper 1:</p> <p>*Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>*Explain, comment on and analyse how writers use language and structure to achieve effects and</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p>Monday mocks (Fortnightly)</p>	<p><b>See SoWs/glossaries</b></p>	<p><b>Spellings.</b> (These lists are contextualised and supported with definitions) Disciplinary Literacy research is beginning this year to also inform spelling lists.</p>



		<p>influence readers, using relevant subject terminology to support their views.</p> <p>*Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>*Evaluate texts critically and support this with appropriate textual references</p> <p>In their writing they will be able to:</p> <p>*Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>*Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>*Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>				
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<p><b>2a</b> <b>and</b> <b>2b</b></p>	<p>What are the key skills needed for Language Paper 2?</p> <p>How can we be successful responding to a Paper 2 question?</p>	<p>Students will re-cap and practise key skills needed for Language Paper 2:</p> <p>Identify and interpret explicit and implicit information and ideas. *Select and synthesise evidence from different texts. *Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. *Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. *Evaluate texts critically and support this with appropriate textual references. In their writing they will be able to: *Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p><b>Formative: Monday mocks</b></p> <p><b>Summative: HCSEs</b></p>	<p><b>See SoWs/Glossaries</b></p>	<p><b>Spellings.</b> (These lists are contextualised and supported with definitions) Disciplinary Literacy research is beginning this year to also inform spelling lists.</p>
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<b>3a</b>	<p><b>Language GCSE Revision</b></p> <p>How can we be successful responding to a Paper 1 question? How can we be successful responding to a Paper 2 question? How can we use our PLCs for effective practice, revision and carousel to deepen our understanding and confidence?</p>	<p>Students will re-cap and practise key skills needed for Language Paper 1:</p> <p>Students will re-cap and practise key skills needed for Language Paper 2: Fine tune key skills needed for exam success</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p><b>Formative: Monday mocks</b></p> <p><b>Summative: GCSE exams</b></p>	<b>See SOW glossaries</b>	<b>Exam papers</b>