



Intent for Year 11 TWO YEAR ENGLISH LANGUAGE AND LITERATURE GCSE Curriculum 2020-2021

‘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 continue to study Literature, whilst maintaining a creative exploration of writer’s craft through fiction and non-fiction writing. Students will revisit poetry, deepening an understanding of form and structure and applying historical context to the poems, and engage with unseen poetry on a more critical level, demanding confidence of understanding begun in Year 8. Other texts are once more revisited, exploring deepening understanding of character traits within An Inspector Calls, and A Christmas Carol and questioning why writers choose to set their works in a different time period. A complete Shakespeare work is also engaged in, building on the understanding of historical context and genre encountered in KS3.

COVID19: please note that our curriculum for the year has been amended to reflect the new restructuring of the Literature GCSE exam; we will not be studying the Power and Conflict poetry anthology for this academic year. We will also be assessing to establish any lost learning that occurred over the period of lockdown, and additional support within the classroom and online, will be put in place to address any potential areas that need further development.

Term	Enquiry/Topic/Unit:	Key Outcomes:	Character Education:	Assessment:	Vocabulary:	Home-Learning:
1a	<p>Language Paper 2</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 key skills needed for Language Paper 2:</p> <p>Identify and interpret explicit and implicit information and ideas.</p> <p>*Select and synthesise evidence from different texts.</p> <p>*Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using</p>	<p>Responsible</p> <p>Curious</p> <p>Respectful</p> <p>Honest</p> <p>Empathetic</p> <p>Courteous</p> <p>Resilient</p> <p>Confident</p> <p>Reflective</p>	<p>Formative Assessment:</p> <p>Monday Mocks (fortnightly)</p> <p>Summative Assessment:</p> <p>HCSE Language Paper 2</p>	<p>See SoWs/Glossaries</p>	<p>Know it/think it/grasp it</p>



		<p>relevant subject terminology to support their views.</p> <ul style="list-style-type: none">*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. <p>In their writing they will be able to:</p> <ul style="list-style-type: none">*Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.*Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.*Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.				
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<p>1b</p>	<p>Macbeth How can we develop our analytical skills? How are characters and themes presented by Shakespeare? How is the context relevant?</p>	<p>Students will read the play and will: *Analyse the language, form and structure used by a writer to create meanings and effects. *Use relevant subject terminology. *Show understanding of the relationships between texts and the context in which they were written. *Maintain a critical style and develop and informed personal response. *Use textual references, including quotations, to support and illustrate interpretations</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p>Formative: Monday Mocks</p>	<p>See SOW glossaries</p>	<p>Exam papers Think it / Grasp it / know it</p>
<p>2a</p>	<p>Literature Paper 2 How can we develop our analytical skills? How can we revise effectively to ensure exam success?</p>	<p>Students will consolidate their understanding of the English Literature course, using annotated poems and extracts as a basis for their own independent revision.</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p>Formative: Monday mocks</p>	<p>See SOW glossaries</p>	<p>Exam papers Think it / Grasp it / know it</p>
<p>2b</p>	<p>Language GCSE Revision How can we be successful responding to a Paper 1 question? 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 1: Students will re-cap and practise key skills needed for Language Paper 2:</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p>Formative: Monday mocks Summative: HCSEs</p>	<p>See SOW glossaries</p>	<p>Exam papers Think it / Grasp it / know it</p>



3a	How can we use our PLCs for effective practice, revision and carousel to deepen our understanding and confidence?	Fine tune key skills needed for exam success	Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective	Formative: Monday mocks Summative: GCSE exams	See SOW glossaries	Exam papers Think it / Grasp it / know it