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| **Year 11 English 2024-25** | | | |
| **Curriculum intent** | Students will be using their knowledge from the last 4 years to complete their GCSE studies. During the first half term, we will study the topic of Macbeth with students applying their skills and knowledge of characterisation and themes to the play and looking at the development of characters and themes. Students will read and explore the whole play. Students will then work on their English Language Paper 2 skills before sitting their mock exams just before Christmas. Students will end the course by exploring unseen poetry, mirroring the start of the course at Year 7 when they begin with an introduction of poetry. The aim will be to have students apply their knowledge from the course to unseen texts in order to explore, compare and make meaning before independently responding to a question about the poems. | | |
| **Term** | **Macbeth** | **Language Paper Two** | **Other conflict and Unseen Poetry** |
| **Knowledge** | **Character:** To know, understand and link the characters from the play.  **High level vocabulary:** To explore the presentation of characters using high level vocabulary.  **Themes:** To have confident knowledge of themes in the play and events/ characters who link to these themes.  Plot and story structure: To understand the events and the order in which they happen.  **Context:** To know the context of the story and how it influences the presentations and interpretations of characters. | **Reading and inference skills:** Students need to understand how to actively read and extract to annotate for key points.  **Comparison skills:** Students needs to understand what it means to compare and how to successfully compare two different texts.  **Transactional Writing:** Students need to understand what transactional writing is and how to structure and succinct argument with a range of ideas. | Key learning topics will include:   * Plot * Context * Authorial Intent * Themes * Symbols & Motifs |
| **Skills** | 1. Explain in my own words what is happening in a given section of the play. 2. Identify and analyse the use of language and structure to present characters and character relationships. 3. Explore the use of language and structure linked to authorial intent and purpose 4. Use high level vocabulary in character descriptions 5. Craft effective thesis statements at the start of essays around a theme of character. 6. Craft successful essays which explore complex ideas from the novel. | 1. Analyse the use of language and structure in two texts. 2. Finding at least three similarities between two texts. 3. Compare two texts together with a reference to the ideas and perspective of a writing. 4. Craft writing linked to a topic where they start their own opinions 5. To write for a range of different forms, purposes and audiences. 6. To use high level vocabulary and punctuation to support their points. | 1. Show an awareness of the writer’s methods 2. Include subject terminology confidently when analysing and writing responses 3. Plan essays successfully to ensure that they are thoughtful and developed 4. Structure a coherent and sophisticated essay 5. Analyse the use of language and its impact on the reader 6. Understand the context of a text and how that links with the ideas within that text 7. Embed a range of quotes and references to support their ideas |
| **Assessments** | Knowledge Quizzes during the unit to texts embedded knowledge.  Low stakes retrieval quizzes through the Do Now  Extended writing opportunities after each act.  End of unit GCSE style assessment | Low stakes retrieval quizzes through the Do Now  Extended writing opportunities after each act.  End of unit GCSE style assessment | Knowledge Quizzes during the unit to texts embedded knowledge.  Low stakes retrieval quizzes through the Do Now  Extended writing opportunities after each act.  End of unit GCSE style assessment |
| **Enrichment** | Theatre trips | Theatre trips |  |