

| YEAR 11 | Autumn 1 6 weeks | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Content | <p><u>Macbeth - full text study</u> GCSE text English Literature Paper 1 - Section A.</p> | <p>Cont. Macbeth for 1 week to assess</p> <p>3 weeks: English Language papers 1 and 2 revision for Mock in December</p> <p>Mock exams : 2 weeks</p> | <p><i>Feedback from language mocks (Students are to improve on their weakest areas)</i></p> | <p>Recall revision of Literature texts knowledge and language skills. Read and Respond to Unseen Poetry.</p> <p>Followed by - Mock examinations in February and March. To include 2 papers:</p> <p><u>Paper 1 - Macbeth and A Christmas Carol</u></p> <p><u>Paper 2 - An Inspector Calls and Unseen Poetry.</u></p> | <p><i>Feedback from the mock examinations.</i></p> <p>Students will enter the final phase of Revision to include to include:</p> <p>Macbeth, A Christmas Carol, An Inspector Calls and Unseen Poetry.</p> <p>Students will also prepare for Papers 1 and 2 for English Language.</p> | N/A |
| Knowledge | <p><i>Recall of prior knowledge of Story, characters and context, Shakespearean language, vocabulary, conventions. Conventions of narratives and Tragedy. 11 Century Scotland. Jacobean era.</i></p> <p><i>Focus on major themes including: Ambition, The Supernatural, Chaos, Evil and Light and Darkness.</i></p> | <p><i>Knowledge of Macbeth text: context learned from yr 9 and from last term's study.</i></p> <p><i>For the language revision they will use the prior assessment creative writing completed at the end of last term as a starting point.</i></p> | <p>Weeks 3 - 6 Revision of A Christmas Carol and An Inspector Calls.</p> <p>Students will revise the plot, contexts, characters, themes and writer's message. They will also focus on exemplary essays and continue to develop their own essay writing skills.</p> | <p>Students will exhibit a clear knowledge of the plot, contexts, characters, themes and writer's message.</p> <p>Macbeth:</p> <p>Gender issues Stereotype Psychological disturbance The Supernatural The Great Chain of Being</p> | <p>Students will exhibit a clear knowledge of the plot, contexts, characters, themes and writer's message.</p> <p>Macbeth:</p> <p>Gender issues Stereotype Psychological disturbance The Supernatural The Great Chain of Being Religious imagery</p> | N/A |

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| | <p><i>Knowledge logs will replace 10 min reading time at beginning of lesson. A task that requires reading and comprehension and a specific English skill.</i></p> | <p><i>Students will revise their skills of transactional writing and reading for meaning</i></p> | <p><i>This will Interleave with both creative and interactional writing.</i></p> <p>Any outstanding Spoken Language Assessments will need assessing based on a topic of choice from the guide.</p> | <p>Religious imagery Symbolism Character change Audience Context Shakespeare's message</p> <p>An Inspector Calls:</p> <p>Characters Inequality The Industrial Revolution Gender roles Capitalism v Socialism WW1/WW2 Religious Imagery and symbolism Political ideology Priestley's Message</p> <p>Unseen Poetry:</p> <p>Themes and ideas Language and its effects</p> | <p>Symbolism Character change Audience Context Shakespeare</p> <p>An Inspector Calls:</p> <p>Characters Inequality The Industrial Revolution Gender roles Capitalism v Socialism WW1/WW2 Religious Imagery and symbolism Political ideology Priestley's Message</p> <p>Unseen Poetry:</p> <p>Themes and ideas Language and its effects</p> | |
| <p>Skills</p> <p>Recall of knowledge and skills will be interleaved throughout the SOW</p> | <p>TS – Topic Sentence (A01) BR – Bridging Paragraphs (A01) EE – Embedding Evidence (A01/2) WM – Identifying Writer's Methods (A01/2) EX – Explore Writer's Methods (A02) CG – Explore Connections to Genre (A04) TA – Terminology Accuracy (A01/2) DV – Developing Arguments (A01/5) EG – Engaging with Question (A01/5)</p> | <p>Language AO1: CF/E/ AO2: WT/Z/I/R AO3: COM/AC/EA/WM/CON AO5: WT/P//S/ AO6: SPaG AP/S/SS/AV</p> <p>Response to Literature will include the following core skills: AO1: Read, understand and respond to texts. • maintain a critical style and develop an informed personal</p> | <p>Writing to Describe:</p> <p>NH - Narrative Hook MA - Mood and Atmosphere SI - Sensory imagery DT - Show Don't Tell</p> <p>AO6: S - Structure EO - Effective Opening EE - Effective Ending PL - Plot AV - Ambitious Vocabulary</p> | <p>Response to Literature will include the following core skills: AO1: Read, understand and respond to texts. • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language,</p> | <p><i>literature</i> AO1: CF/E/CON/ AO2: WT/Z/I/R AO3: CON/AC/EA/WM AO4: SPaG AP/S/SS/AV</p> | |

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| | <p>CON – Links to Context (A03)</p> <p>SPaG - Technical accuracy</p> | <p>response</p> <ul style="list-style-type: none"> • use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. • AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | <p>Writing to Argue and Persuade</p> <p>A05:</p> <p>P - Purpose Eng - Engaging CA - Counter Argument TO - Tone WT - Writer’s Technique (Rhetorical devices) A - Audience</p> <p>A06:</p> <p>S - Structure EX - Extended Response AP - Ambitious Punctuation AV - Ambitious Vocabulary</p> <p>Responses to Literature will include the following core skills:</p> <p>AO1: Read, understand and respond to texts.</p> <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. • AO4: | <p>form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. For Unseen Poetry - produce clear and thoughtful comparisons explaining Language and the effects.</p> <ul style="list-style-type: none"> • AO3: Show understanding of the relationships between texts and the contexts in which they were written. • AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><i>literature</i></p> <p>AO1: CF/E/CON/ AO2: WT/Z/I/R AO3: CON/AC/EA/WM AO4: SPaG AP/S/SS/AV</p> | | |
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| | | | <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><i>Spoken language criteria: body language, volume, Writing to Describe/Narrate</i></p> <p>AO5: NV - Narrative Voice S/T - Suspense and Tension</p> <p><i>pitch, tone, clarity, structure, content, diction, purpose, engaging, ability to listen to questions and answer with engaged extended replies</i></p> | | | |
| Key Questions | <p>How does Shakespeare present different characters and themes within the play as a whole? What are the various language and literary techniques and how do they affect meaning? How is the play structured? What is the moral message of the play?</p> | <p>How does Shakespeare present different characters and themes within the play as a whole? What are the various language and literary techniques and how do they affect meaning? How is the play structured? What is the moral message of the play?</p> | <p>Revision of all the previous key questions.</p> | <p>Revision of all the previous key questions.</p> | | |
| <p>Assessment Throughout the units:</p> <p>Low stakes questioning knowledge based assessment. Recap starter every lesson. End of unit knowledge and skills</p> | <p>Creative Writing assessment Nov 18 past paper</p> | <p>Macbeth assessment Exam-Style Question, <i>e.g. Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman. Write about: - How Shakespeare presents Lady Macbeth in this speech - How Shakespeare presents</i></p> | <p>Spoken Language GCSE endorsement NEA element for those students still outstanding</p> | <p>Mocks: Literature paper 1 and 2</p> | <p>AQA GCSE Examinations</p> <p>English Literature and English Language</p> | |

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| <p>assessment. Interleaving of topics for GCSE exams</p> | | <p><i>Lady Macbeth in the play as a whole</i></p> <p><i>Mocks: Language paper 1 and Language paper 2 exams</i></p> | | | | |
| <p>Literacy/numeracy/SMSC/Character</p> | <p>Tier 2 and 3 vocabulary/timelines and number sequences/moral values - good v evil/changing expectations of women/masculinity and honour</p> | <p>Tier 2 and 3 vocabulary/timelines and number sequences/moral values - good v evil/changing expectations of women/masculinity and honour</p> | <p>Tier 2 and 3 vocabulary/timelines and number sequences/moral values - good v evil/changing expectations of women/masculinity and honour World issues/humanity/ideologies/beliefs</p> | <p>Tier 2 and 3 vocabulary/timelines and number sequences/moral values - good v evil/changing expectations of women/masculinity and honour. World issues/humanity/ideologies/beliefs</p> | | |
| <p>Enrichment opportunities and futures</p> | <p><i>Globe players: inhouse performance of Macbeth Streamed</i></p> <p><i>For pupils we think would be suited to english lit or lang alevel, workshops on 'Why English Alevel?'</i></p> <p>Employability skills across the year</p> <ul style="list-style-type: none"> ● independent working. ● time management and organisation. ● planning and researching written work. ● articulating knowledge and understanding of texts, concepts | <p><i>Post 16 pathways Alevels College Apprenticeships On going discussions with students about careers journalism/linguistics/psychology/law/creative writing/digital media/advertising/TV/creative arts/</i></p> | <p>Workshops on Macbeth Skills for employment Literacy Oral Fluency: Reading and Writing Fluency</p> | | | |

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| | <p>and theories.</p> <ul style="list-style-type: none">● leading and participating in discussions.● negotiation and teamworking to present ideas and information. <p>Careers</p> <ul style="list-style-type: none">● Digital copywriter.● Editorial assistant.● English as a foreign language teacher.● Lexicographer.● Magazine journalist.● Newspaper journalist.● Private tutor.● Publishing copy-editor/proofreader. | | | | | |
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