



Curriculum Map
Subject: English

Year: 11

YEAR 11 TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weeks	7	6	6	6	6	7
Homework	One written one reading. Teacher feedback and reacting and practice are central elements this year					
	<p><u>Macbeth GCSE Shakespeare unit</u> 9 weeks.</p> <p>Parents' evening on 20th October.</p> <p>Students complete a full read and study of the play Macbeth. (Weeks 1 - 9).</p> <p>Introduce the supernatural through the</p>	<p><u>Weeks 1-2: Macbeth</u> <i>continued with a focus on consolidating students' learning before preparing and completing a formal assessment</i></p> <p><u>Weeks 3-4 : Language Paper 1 (Creative Reading and Writing Focus)</u> Revision for mocks</p>	<p><u>Weeks 1 - 2: Finish & Revise Power & Conflict poetry.</u></p> <p>Mock Marking Deadline (13th January)</p> <p><u>Weeks 3 - 4</u> <i>React to mock and Unseen Poetry Revision.</i></p> <p>Parents' Evening 26th January</p>	<p><u>Week 1 - 2 An Inspector Calls Revision.</u></p> <p><u>(Core mocks from 2nd March)</u></p> <p><u>Language 2 and Literature Paper 2</u> <u>Revision.</u></p> <p><u>Week 4 - 6</u> Teachers discretion to revise necessary aspects of exam</p>	<p><u>Revision Feedback and react to mocks.</u></p> <p>Teachers discretion to revise necessary aspects of exam papers pertinent to their classes.</p>	<p><u>Yr 11 left</u></p>



	<p>Witches and track their influence over the Macbeths throughout the play.</p> <p>Study each key scene in detail by responding to stimulus questions around multiple themes and character development.</p> <p>Regular exam style questions will give students familiarity with the assessment objectives and mark scheme.</p> <p>Build and enhance their skills in analysing the effect of language, structure (A02) and contexts (A03) by developing their essay responses using AQA exam questions along with exemplar</p>	<p><u><i>Weeks 5-6 Mocks for 2 weeks</i></u></p> <p><u><i>Literature paper 1 and Language paper 1</i></u></p>	<p><u>Weeks 5 - 6 :</u> Language Paper 2 (Writers' viewpoints and perspectives) revision</p>	<p>papers pertinent to their classes.</p>		
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	<p>material.</p> <p>Do Now tasks at the start of lessons will function to enhance their grammar, recall for ACC/AIC and Conflict Poetry.</p> <p>In addition, they will enhance their creative writing skills for Language Paper 1 (Section B) by completing various responses to picture stimuli.</p>					
<p>Approach: How will students approach each unit?</p>	<p>Macbeth Knowledge & Content:</p> <p>Jacobean era; the supernatural and superstition; Divine Right; Great Chain of Being; hubris; hamartia; peripeteia;</p>	<p>Macbeth Knowledge & Content:</p> <p>Jacobean era; the supernatural and superstition; Divine Right; Great Chain of Being; hubris; hamartia;</p>	<p>In class re-act activities to student weaknesses found in papers</p> <p>Opportunities to re-sit mock papers provided</p>	<p>Using extracts to support writing about how characters and themes develop across a whole text • Link to Prior Learning: Revise and revisit the genre of the tragedy and the</p>	<p>In class re-act activities to student weaknesses found in papers</p> <p>Opportunities to re-sit mock papers provided</p>	



	<p>anagnorisis; ambition; lineage; Holinshed Chronicles • Curriculum Milestone: Using extracts to support writing about how characters and themes develop across a whole text • Link to Prior Learning: Revise and revisit the genre of the tragedy and the tragic hero • Revision foci: KS3 Core Knowledge, Macbeth</p>	<p>peripeteia; anagnorisis; ambition; lineage; Holinshed Chronicles • Curriculum Milestone: Using extracts to support writing about how characters and themes develop across a whole text • Link to Prior Learning: Revise and revisit the genre of the tragedy and the tragic hero • Revision foci: KS3 Core Knowledge, An Inspector Calls</p>	<p>Walking talking mock opportunities In school time for targeted pupils</p>	<p>tragic hero • Revision foci: KS3 Core Knowledge, An Inspector Calls</p> <p>Review exemplar materials and mark them in lessons</p> <p>EASTER revision classes</p>	
<p><u>Assessment and Skills:</u> All the AO skills are developed and built upon in yr 11 through practice</p>	<p>Creative writing task set for homework Marked before parents' evening. Language writing: AO5 and 6</p> <p>Formal</p>	<p><u>Mid term - December English Mock Exams:</u></p> <p>Literature Paper 1 Mock: Macbeth & A Christmas Carol.</p>	<p>In class assessments by teachers as students revise for GCSE, but no formal assessment this half term.</p>	<p><u>March core mock exams</u></p> <p>Literature Paper 2 Mock: An Inspector</p>	<p>In class assessments by teachers as students revise for GCSE, but no formal assessment this half term.</p>



	<p>assessment on an early scene from Macbeth. Marked before parents' evening. Lang reading: AO 1 2 3 and 4</p>	<p>Language Paper 1 Mock will be <u>Creative Reading and Writing</u></p> <p>Section A - Reading:</p> <p>(x1 Fiction extract with x4 Reading questions).</p> <p>Section B: (Writing) will include a picture/image and a choice of x2 writing tasks. (Complete only ONE task).</p>		<p>Calls, Conflict and Power poetry & Unseen Poetry.</p> <p>Language Paper 2 Mock:</p> <p>Writers' viewpoint and perspectives.</p>		
<p>Key Questions:</p>	<p>Big Question: To what extent is Macbeth responsible for his own downfall?</p>	<p>What is the supernatural and superstition?</p> <p>What is Divine Right?</p> <p>What is the Great Chain of Being?</p> <p>What do these</p>	<p>What are the assessment objectives for each paper?</p> <p>Do I have enough knowledge of the key texts?</p> <p>I am secure in the</p>	<p>Have I done practice papers?</p> <p>Can I analyse language well enough for GCSEs?</p> <p>Do I understand the Inspector</p>	<p>What are the assessment objectives for each paper?</p> <p>Do I have enough knowledge of the key texts?</p>	



		key words mean in relation to Macbeth? hubris; hamartia; peripeteia; anagnorisis; ambition; lineage;	key skills listed above?	Calls and Conflict poetry?		
Skills:	<p>Reading: Lit AO1: Read, understand and respond to texts. Students should be able to:</p> <p>maintain a critical style and develop an informed personal response</p> <p>use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>		<p>Writing A05 & A06: (Writing) - Communicate clearly, effectively and imaginatively using a range of vocabulary and sentence structures accurately.</p> <p>Reading language</p> <p>A01: interpret explicit and implicit information and summarise evidence.</p> <p>A02: 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</p> <p>A03: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>A04: : Evaluate texts critically and support this with appropriate textual references</p>			
Literacy/numeracy/SMSC/Character	<p>Engaging with cultural capital. Studying classical and modern texts through a contemporary lens. Exploring significant, thematic ideas of power, class gender conflict and individuality. Students are encouraged to develop their linguistic skills and expand their vocabulary. Students engage in classroom debates and we facilitate students' development of their own critical opinions and personal voice.</p>					



Enrichment Opportunities	Globe Players Encouraging students to access the theatre Poetry competitions Short Story competitions World Book Day	Career prospects: Education Human Resources Public Relations Business Writer/ Novelist Journalist Communications Civil Service Librarian Newspaper/ Print Journalism Acting/ Theatre	Employability Skills: Formality of writing Literary analysis Time management Presentation skills Critical thinking Cultural capital Reading for meaning Debate Self-management Fluent/ Articulate communication skills
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