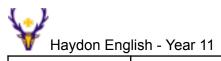


Curriculum Map Subject: English

Year: 11

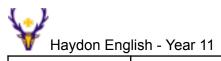


YEAR 11 TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weeks	7	6	6	6	6	7
Homework	One written one read	ding. Teacher feed	back and reacting an	d practice are centra	al elements this year	
	Macbeth GCSE Shakespeare unit 9 weeks. Parents' evening on 20th October. Students complete a full read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



Witches and track their influence over the Macbeths throughout the play. Study each key scene in detail by responding to stimulus questions around multiple themes and character development. Regular exam style questions will give students familiarity with the assessment objectives and mark scheme. Build and enhance their skills in analysing the effect of language, structure (A02) and contexts (A03) by developing their essay responses	Weeks 5-6 Mocks for 2 weeks Literature paper 1 and Language paper 1	Weeks 5 - 6 : Language Paper 2 (Writers' viewpoints and perspectives) revision	papers pertinent to their classes.	

	material. Do Now tasks at the start of lessons will function to enhance their grammar, recall for ACC/AIC and Conflict Poetry. In addition, they will enhance their creative writing skills for Language Paper 1 (Section B) by completing various responses					
Approach: How will students approach each unit?	Macbeth Knowledge & Content: Jacobean era; the supernatural and superstition; Divine Right; Great Chain of Being; hubris; hamartia; peripeteia;	Macbeth Knowledge & Content: Jacobean era; the supernatural and superstition; Divine Right; Great Chain of Being; hubris; hamartia;	In class re-act activities to student weaknesses found in papers Opportunities to re-sit mock papers provided	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	In class re-act activities to student weaknesses found in papers Opportunities to re-sit mock papers provided	

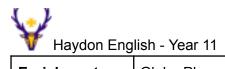


	anagnorisis; ambition; lineage; Holinshed Chronicles • Curriculum Milestone: Using extracts to support writing about how characters and themes develop across a whole text • Link to Prior Learning: Revise and revisit the genre of the tragedy and the tragic hero • Revision foci: KS3 Core Knowledge, Macbeth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

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



		key words mean in relation to Macbeth?hubris; hamartia; peripeteia; anagnorisis; ambition; lineage;	key skills listed above?	Calls and Conflict poetry?		
Skills:	Reading: Lit AO1: Read, understand and respond to texts. Students should be able to: 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.		range of vocabulary a Reading language A01: interpret explicit a A02: Explain, comment effects and influence re A03: Compare writers' or more texts	and sentence structure and implicit information a on and analyse how wri aders, using relevant sub ideas and perspectives,	rly, effectively and images accurately. Ind summarise evidence. Iters use language and stroject terminology to supplies as well as how these are with appropriate textual in	ructure to achieve ort their views conveyed, across two
Literacy/numer acy/SMSC/Cha racter	Exploring significant, Students are encour	, thematic ideas of p aged to develop the	classical and modern ower, class gender co ir linguistic skills and and we facilitate stude	onflict and individual expand their vocabu	ity. ılary.	nions and personal



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