

| | Autumn and Spring | | Summer 1 |
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| Content | The Book Thief & Current Affairs | | Exam Preparation |
| Knowledge | The Book Thief <ul style="list-style-type: none"> • Knowledge of story 'mountain' • Knowledge of structural features in fiction texts. • Descriptive language terminology. • Knowledge of WWII | Current Affairs <ul style="list-style-type: none"> • Research skills - how to locate, select and organise information found on the internet and other mediums. • Knowledge of persuasive techniques. • Knowledge of speech writing. • Understanding the concept of and how to identify 'fake news'. • Understand and determine reliable information. | <ul style="list-style-type: none"> • Functional Skills assessment criteria. • Format features of a range of informative texts. • Descriptive language terminology. • Comparative vocabulary. |
| Key Terminology/ Vocabulary | <input type="checkbox"/> Oligatory <input type="checkbox"/> Affability <input type="checkbox"/> Euphoric <input type="checkbox"/> Benign <input type="checkbox"/> Surreal <input type="checkbox"/> Despondent <input type="checkbox"/> Decipher <input type="checkbox"/> Transcend <input type="checkbox"/> Indignant <input type="checkbox"/> Sadistic <input type="checkbox"/> Inconsolable <input type="checkbox"/> Content | <input type="checkbox"/> Analogy <input type="checkbox"/> Analysis <input type="checkbox"/> Credibility <input type="checkbox"/> Generalisation <input type="checkbox"/> Interpretation <input type="checkbox"/> Paraphrase <input type="checkbox"/> Rebut <input type="checkbox"/> Refute | <input type="checkbox"/> Convey <input type="checkbox"/> Formality <input type="checkbox"/> Bias <input type="checkbox"/> Tricolon <input type="checkbox"/> Simile <input type="checkbox"/> Emotive <input type="checkbox"/> Sibilance |
| Skills | → Identify and understand the main points, ideas and details in texts → Understand organisational and structural features and use them to | → Identify relevant information from extended explanations or presentations. → Understand organisational and structural features and use them to | → Identify and understand the main points, ideas and details in texts → Understand organisational and |

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| | <p>locate relevant information.</p> <ul style="list-style-type: none"> → Infer from images meanings not explicit in the accompanying text → Compare information, ideas and opinions in different texts → Identify relevant information and lines of argument. → Make requests and ask relevant questions. → Respond effectively to detailed questions. → Communicate information, ideas and opinions clearly on a chosen topic. → Express opinions and arguments and support them with evidence. → Use appropriate phrases, registers and adapt contributions. → Write text of an appropriate level of detail and of appropriate length to meet the needs of purpose and audience. → Use format, structure and language appropriate for audience and purpose. | <p>locate relevant information.</p> <ul style="list-style-type: none"> → Compare information, ideas and opinions in different texts, including how they are conveyed. → Compare information, ideas and opinions in different texts → Follow narratives and lines of argument → Respond effectively to detailed or extended questions and feedback → Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts → Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required → Express opinions and arguments and support them with relevant and persuasive evidence → Use language that is effective, accurate and appropriate to context and situation → Make relevant and constructive contributions to move discussion forward → Adapt contributions to discussions to suit audience, purpose and medium → Interject and redirect discussion using appropriate language and register | <p>structural features and use them to locate relevant information.</p> <ul style="list-style-type: none"> → Infer from images meanings not explicit in the accompanying text → Compare information, ideas and opinions in different texts → Identify relevant information and lines of argument. → Make requests and ask relevant questions. → Respond effectively to detailed questions. → Communicate information, ideas and opinions clearly on a chosen topic. → Express opinions and arguments and support them with evidence. → Use appropriate phrases, registers and adapt contributions. → Write text of an appropriate level of detail and of appropriate length to meet the needs of purpose and audience. → Use format, structure and language appropriate for audience and purpose. |
| <p>Key Questions</p> | <p>Questions based on vocabulary, inference, prediction, explanation, retrieval, sequencing and</p> | <p>What are the key issues within the topic? Are there any secondary problems arising from the key issues?</p> | <p>What extra information can be inferred from...? Identify positive and negative aspects of... Identify</p> |

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| | <p>summarising. Did the novel end as you expected it to? Is it a happy or sad ending or something else?</p> | <p>How do you feel about the information given? Is any further information required to have a clearer understanding of the issues? How can you structure your ideas to support your audience's understanding?</p> | <p>similarities and differences between... What is the purpose of this text? Is this statement true or false? How does the author use language to persuade...? What do you learn about ... from the text? How is the material conveyed?</p> |
| Assessment | <p>Descriptive task based on a Christmas image. Written Composition - Charity leaflet. Low stakes questioning on reading material. Debate.</p> | <p>Descriptive task based on a given image. Written Composition - speech describing an independently selected topic of current interest. Low stakes questioning on reading material.</p> | <p>Formal Functional Skills examinations: Reading, Writing, Spoken Language. Low stakes questioning.</p> |
| Literacy | <p>Focus on spelling, punctuation and grammar:</p> <ul style="list-style-type: none"> ● Pronouns ● Who, which, that ● Who, whom, who's, whose ● Verbs ● The present tense | <p>Focus on spelling, punctuation and grammar:</p> <ul style="list-style-type: none"> ● The past tense. ● Forming and spelling -ing verbs ● Have and of ● Negatives ● Paragraphs | <p>Focus on spelling, punctuation and grammar - revision of previously taught skills.</p> |
| Numeracy | <ul style="list-style-type: none"> ❖ Venn diagram/ comparison alley. ❖ Timeline. ❖ Sequencing. | <ul style="list-style-type: none"> ❖ Graphic Organisers ❖ Diamond 9 | <ul style="list-style-type: none"> ❖ Timeline. ❖ Sequencing. ❖ Venn diagram/ comparison alley. |
| SMSC/Character | <ul style="list-style-type: none"> ★ Knowledge of, and respect for, the feelings of others. ★ Investigation into moral and ethical | <ul style="list-style-type: none"> ★ Investigation into moral and ethical issues and appreciation of the viewpoints of others. | <ul style="list-style-type: none"> ★ Knowledge of, and respect for, the feelings of others. ★ Investigation into moral and |

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| | <p>issues and appreciation of the viewpoints of others.</p> <ul style="list-style-type: none"> ★ Understanding influences shaping personal heritage. ★ Ability to identify and value common ideas and differences across cultural, religious and ethnic communities. ★ Imagination and creativity in learning. ★ Reflect on personal perspectives on life. | <ul style="list-style-type: none"> ★ Sense of fascination learning about the world around them. ★ Understanding influences shaping personal heritage. ★ Imagination and creativity in learning. ★ Reflect on personal perspectives on life. | <p>ethical issues and appreciation of the viewpoints of others.</p> <ul style="list-style-type: none"> ★ Showing respect for cultural diversity in national and global communities. ★ Imagination and creativity in learning. |
| <p>Enrichment opportunities and futures</p> | <p>Club - Barrington Stoke Young Editors after school on Fridays at 3.10pm.</p> | <p>Club - Barrington Stoke Young Editors after school on Fridays at 3.10pm.</p> <p>Holocaust Memorial Day speaker with National Literacy Trust.</p> | <p>Club - Barrington Stoke Young Editors after school on Fridays at 3.10pm.</p> |