

Curriculum Knowledge Map



YEAR 11		
Topics	ENGLISH LANGUAGE	ENGLISH LITERATURE
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> The command verbs: evaluate, summarise, compare perspectives, analyse A comprehensive range of language and structural choices a writer can make, including their technical name. Time management strategies when responding to texts in timed conditions What makes a strong reference choice The conventions of a formal letter, article, speech and leaflet What tone is and how writers use this to express their views What a contained piece of narrative or descriptive writing looks like What it means to be an active reader, what effective annotations look like and what effective planning strategies can aid responses 	<ul style="list-style-type: none"> A strong knowledge and ability to recall the plot and key events of each literature text studied The key themes of each of the literature text studied The wider messages, historical context (including knowledge of the author) and big ideas explored within each of the literature texts studied Key information about each of the core characters within each literature texts: their personality, their actions, how they change, what the writer uses them to represent An outline of what each of the 15 anthology poems is about, which poems compare best with others and a core bank of remembered references What features of a poem to study: content, language, imagery, form, feelings
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> Retrieve information Analyse the effects of language and structural choices Support their ideas with well-chosen evidence and use accurate subject terminology Form opinions on a text and evaluate interpretations Plan a well-structured piece of descriptive/narrative writing Use language devices and vocabulary consciously for effect Express their own views on a range of different topics in a clear and imaginative way Use spelling, punctuation and grammar to a highly accurate standard and edit their work when proof reading Identify and explain the views of different writers Summarise key information and form inferences about a given topic in a text Compare the ideas and views within two different non-fiction texts 	<ul style="list-style-type: none"> Write a formal extended essay (that requires writing stamina) that introduces a clear idea and draws upon a strong knowledge of the text Place an extract from a text and make meaningful links between an extract and the rest of the text Filter their knowledge of a whole text to decide which pieces of knowledge best answer the examination question set Give supportive and detailed references from a text Offer layers of analysis when explaining a writer's choice of methods and their effect Make meaningful links to context that adds to and aids the ideas and analysis within their essay Read an unseen poem for meaning and compare the methods and effects of two linked poems Choose a second anthology poem to make a clear comparison of themes and ideas between their choice and a named poem
Disciplinary Literacy (Tier 3 Vocab)	Judicious (selection of evidence), conscious crafting, focus and shift, evaluate, perspective, summarise succinctly, synthesis, layering analysis, comparative conjunctions, "blending" devices	Thesis/line of enquiry, alternative interpretation, using an extract as a "springboard"/"extract to whole text", motif, symbolism, stagecraft, allegory, microcosm, CLIFF/SIMILE poetry mnemonic, wider ideas vs "bolting on" context
Assessment	Fortnightly mock GCSE English Language style questions including a CEE and full mock paper 1 and 2 in the Autumn and Spring term.	Literature topics are interleaved to aid with memory and retrieval. Fortnightly English Literature GCSE style questions based upon the topic and text currently being studied
Diversity	A wide range of fiction and non-fiction extracts have been chosen by authors from a wide range of different backgrounds. We have used materials from Penguin's Lit in Colour campaign when exploring fiction extracts and have ensured diversity in our modern non-fiction viewpoint writing and spent time researching different voices in pre 19 th century non-fiction.	Whilst examination texts are predetermined by our exam board, we use unseen poetry to offer a varied diet of diverse writers. Students are introduced to some post-colonial criticism when challenging some representations in our modern novel and we regularly consider modern adaptations and what themes and wider ideas still speak to students today in our Shakespeare and pre 19 th century novel.



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SUCCESSFUL
CREATIVE
HAPPY

