

Curriculum Knowledge Map 2023-24



Year 11	AUTUMN	
Topics	LANGUAGE REVISION	LITERATURE REVISION
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> An understanding of the English department's step by step approach to each of the language questions across both papers. An understanding of how to maximise the number of marks they can get across both papers by using their time strategically. An understanding of wider themes and messages that run through both fiction and non-fiction extracts. How to explore nuance in a text and how to therefore comment on writer's viewpoints and attitudes. How the time in which something was written can influence the attitudes of the writer and intended reader. 	<ul style="list-style-type: none"> A strong knowledge and ability to recall the plot and key events of each literature text studied: JEKYLL & HYDE, MACBETH, LORD OF THE FLIES and LOVE AND RELATIONSHIPS POETRY CLUSTER. The key themes of each of the literature text studied, including duality, repression, reputation, good vs evil, Kingship, religion, masculinity, love, obsession, marriage and class. 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>	<p>Primary focus: Analysis</p> <ul style="list-style-type: none"> To confidently layer multiple insightful inferences when analysing the effects of language choices in fiction and non-fiction extracts. To confidently layer multiple insightful inferences when analysing the effects of structural choices in fiction and non-fiction extracts. To evaluate the overall impact of a writer's choices with focus on specific statement to hinge analysis. To compare attitudes, perspectives and methods used across two non-fiction texts. <p>Secondary focus: Writing</p> <ul style="list-style-type: none"> To consciously craft effective descriptions using an image or specific idea as a stimulus To create and sustain compelling narratives. To sustain a well-informed argument and consciously craft devices (both language and structure) for effect. To confidently blend discursive and descriptive devices. To consciously use grammar for effect. 	<p>Primary focus: Language Analysis</p> <ul style="list-style-type: none"> Confidently layer their analysis when exploring the author or poet's specific language choices, exploring insightful, connected ideas. <p>Secondary focus: Structural Analysis</p> <ul style="list-style-type: none"> Exploration of the structure of the plot and the significance of the author or poet's structural choices and how these support the language choices in terms of messages/big ideas of the novel.
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	Judicious, conscious crafting, focus and shift, evaluate, perspective, summarise succinctly, synthesis	Democracy, institutional, descent, etiquette, repression, evolution, Fortitude, subservient, virtuous
Grammar	<ol style="list-style-type: none"> A teacher assessed Language Paper 2 Question 3 marked using a whole class feedback sheet. A teacher assessed Language Paper 1 Question 4 marked using individual student feedback sheets. A peer assessed Language Paper 1 Question 5. 	<ol style="list-style-type: none"> COLLEGE ENTRY EXAMS: Full Language Paper 1 & 2 marked by teachers giving individual scores for each question alongside a whole class feedback sheet. A teacher assessed Literature Paper 1 marked using a whole class feedback sheet.
Assessment	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.	Exploration of key moments in history, such as colonialism and the Victorian class divides, and the impact that contextual circumstances such as these had on authors' writing of our chosen novels and poems



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Year 11		SPRING	
Topics	LANGUAGE & LITERATURE REVISION	LANGUAGE & LITERATURE REVISION	LANGUAGE & LITERATURE REVISION
Declarative <i>What should they know?</i>	<p>LANGUAGE</p> <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? <p>LITERATURE</p> <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. 	<p>LANGUAGE</p> <ul style="list-style-type: none"> 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. <p>LITERATURE</p> <ul style="list-style-type: none"> 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 	<p>LANGUAGE</p> <ul style="list-style-type: none"> 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. <p>LITERATURE</p> <ul style="list-style-type: none"> 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.
Procedural <i>What should they be able to do?</i>	<p>LANGUAGE</p> <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. <p>LITERATURE</p> <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 	<p>Prophetic, conspirator, manipulation, requited/unrequited, cultural assimilation, double entendre, layering analysis, comparative conjunctions and "blending" devices.</p>	
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	<p>Barbarity, contemptuous, abhorrence, urban terror, morality, conscious, apparition, conjunctions of similarity and difference (similarly, likewise, whereas and conversely)</p>		
Grammar	<p>1. A teacher assessed Literature Paper 2 marked using a whole class feedback sheet 2. A peer assessed Language Paper 2 Question 4</p>	<p>3. MARCH MOCK EXAMS: Full Language Paper 1 & 2 marked by teachers giving individual scores for each question alongside a whole class feedback sheet 4. A teacher assessed Literature essay of individual teacher choice based on class performance</p>	
Assessment	<p>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</p>	<p>This SOW has a variety of writers linking to the themes and wider ideas being explored across the topic, and the home learning includes students reading and responding of some more diverse, thematically linked extracts.</p>	



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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 19th century novel.

Year 11

SUMMER

Topics

FINAL LANGUAGE & LITERATURE REVISION

Declarative

What should they know?

LANGUAGE

- 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 response.

LITERATURE

- 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

What should they be able to do?

LANGUAGE

- 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.

LITERATURE

- 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.



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Disciplinary Literacy <i>(Tier 3 Vocab)</i>	insidious, predisposition, microcosm, antithesis, Gothic, unorthodox, zeitgeist, endeavour, audacity, treason, thesis/line of enquiry, alternative interpretation, using an extract as a “springboard”/“extract to whole text”, CLIFF/SIMILE poetry mnemonic, wider ideas vs “bolting on” context
Grammar	1. A teacher assessed language Paper 2 Question 4 marked using a whole class feedback sheet.
Assessment	This entire unit has been designed to include a vast range of voices, perspectives and cultures through the text choices included as part of the revision unit

