



## Curriculum Overview:

Year group: 11

### What your child will learn each half term:

This overview shows the key topics, skills, and knowledge your child will be learning in **(subject name)** in **Year**. It helps families understand what's being taught, how it builds on previous learning, and how you can support your child at home.

- **What we are learning:** The topic or focus for the half term.
- **Key knowledge & skills:** What students should understand and be able to do.
- **How we assess learning:** knowledge checks, practical tasks, written responses and formal assessments.
- **Key words to know:** Vocabulary students will learn and use.

Half term	What we are learning	Key knowledge and key skills	How we will assess learning in this unit	Homework
1& 2	<b>GCSE English Literature: Macbeth</b>	<ul style="list-style-type: none"><li>• Learn the plot of the play in detail, including key scenes, moments of tension, and how different characters relate to each other.</li><li>• Track how characters change across the play, using carefully chosen quotations to support understanding.</li><li>• Explore important themes, including ambition, fate and the supernatural, kingship and tyranny, and how Shakespeare creates mood and tone. Students build a helpful bank of key quotations and learn how to use them effectively.</li><li>• Develop the skills to write about characters and themes across the whole play, not just individual scenes.</li><li>• Understand how to analyse an extract, explaining how characters — and the audience — might feel, react, or respond to major events and language choices.</li><li>• Practise GCSE-style exam responses, including Part A (extract analysis) and Part B (whole play discussion).</li><li>• Complete an assessment that tests understanding, analysis, and accurate recall of the play through a timed essay</li></ul>	<p>Knowledge checks on techniques, key quotations, and context.</p> <p>Part A &amp; B reading responses in line with EDUQAS mark scheme.</p> <p><b>Weekly literature revision &amp; timed writes.</b></p>	1 x 60 minutes per week.

#### **Key Vocabulary: (Tier 2 and 3)**

Shakespeare, patriarchal, hubris, hamartia, downfall, stage directions, audience, foreshadowing

Impulsive, callous, tyrannical, duplicitous, emasculating, unscrupulous, burdened, virtuous, allegiant, sceptical, paternal, naïve, humility, tenacious, vengeful, prophetic / prophecies, equivocal, corrupt, calculating.

#### **Language of Analysis:**

Intensifies, deflates, escalates, reveals, mirrors, reflects, reiterates, demonstrates, validates, signifies, stresses, insinuates, advocates, emphasises, illustrates, juxtaposes,

2	GCSE English Literature: Poetry Anthology	<ul style="list-style-type: none"> <li>Develop a clear understanding of the key themes and ideas in the war poems <i>Dulce et Decorum Est</i>, <i>Mametz Wood</i> and <i>The Soldier</i>, including how each poet presents conflict, patriotism and memory.</li> <li>Explore the themes and attitudes in the nature and relationships poems <i>Afternoons</i>, <i>To Autumn</i> and <i>Imperceptibly as Grief</i>, focusing on how poets capture ideas such as change, time and loss.</li> <li>Learn about the context of each poem and poet, including when and why the poem was written, and how this background helps shape meaning.</li> <li>Understand how poets use language, structure and form — such as imagery, rhythm, metaphor and contrast — to communicate ideas and emotions.</li> <li>Write clearly and effectively about poetry, developing an academic style that shows understanding, insight and the ability to support ideas with evidence.</li> <li>Practise comparing poems, learning how to link themes, methods and attitudes across different texts in a structured and confident way.</li> </ul> <p>GCSE Mock Preparation &amp; Revision</p> <ul style="list-style-type: none"> <li>Build strong revision habits, organising poems into themed clusters to support long-term memory and exam preparation</li> </ul>	<p>Knowledge checks on literary techniques, key quotations, and context.</p> <p>Shorter and longer reading responses in line with EDUQAS mark scheme.</p> <p><b>Weekly literature revision &amp; timed writes.</b></p>	1 x 60 minutes per week.
<p><b>Key Vocabulary: (Tier 2 and 3)</b></p> <p>admiration, detachment, devotion, enriched, exhaustion, fragility, futility, honourable, humanity, idealism, innocence, mournful, nurturing, patriotism, realistic, relic, remembrance, relentless, unconditional, virtue, vulnerability</p> <p>enjambment, anaphora, couplets, caesura, hyperbole, anthesis, extended metaphor, volta, irony, tercets, chronological, reflective, sonnet, sestet, octave</p>				
3		<p>Mock Feedback</p> <ul style="list-style-type: none"> <li>Demonstrate and master how to approach the range of question types.</li> <li>Demonstrate how to find evidence to support interpretations embedding it for fluency.</li> </ul>	<p>Knowledge checks on literary techniques, key quotations, and context.</p>	1 x 60 minutes per week.

	<p><b>GCSE English Language: Transactional Writing</b></p>          <p><b>GCSE English Literature: Poetry Anthology</b></p>	<ul style="list-style-type: none"> <li>• Understand audience, purpose, format, and tone in a range of texts.</li> <li>• Plan and structure reviews, reports and guides.</li> <li>• Use key conventions and devices appropriate to each writing form.</li> <li>• Persuade and argue, using language to influence and convince an audience.</li> <li>• Write accurately and for effect, applying correct grammar, punctuation, spelling, and varied sentence structures.</li> <li>• Explore and analyse key anthology poems — including <i>The Prelude</i>, <i>Death of a Naturalist</i> and <i>Cozy Apologia</i> — focusing on what each poem is about and how the poet communicates their ideas.</li> <li>• Understand the context of each poet and poem, learning how the time period, personal experiences or historical events shape the meanings within the poems.</li> <li>• Develop a secure understanding of the main ideas and themes, such as childhood, memory, relationships, nature and personal reflection.</li> <li>• Learn how poets use language, structure and form — for example imagery, rhythm, contrast, and stanza organisation — to create powerful effects and shape the reader’s response.</li> <li>• Write confidently and accurately about poetry, using an academic tone, selecting evidence well and explaining interpretations clearly.</li> <li>• Practise comparing poems, making links between themes, techniques and viewpoints across the anthology.</li> <li>• Build effective revision strategies, grouping poems into themed clusters so students can confidently recall and discuss multiple poems in preparation for assessments.</li> </ul>          <ul style="list-style-type: none"> <li>• Understand and interpret explicit and implicit information in texts.</li> <li>• Select and use evidence to support ideas.</li> </ul>	<p>Shorter and longer reading responses in line with EDUQAS mark scheme.</p>          <p><b>Weekly literature revision &amp; timed writes.</b></p>          <p>Knowledge checks on literary techniques, key quotations, and context.</p> <p>Reading comprehension questions.</p> <p>Written transactional writing tasks.</p>          <p><b>Weekly literature revision &amp; timed writes.</b></p>
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	<b>GCSE English Language: Component 1 Fiction Comprehension and Narrative Writing</b>	<ul style="list-style-type: none"> <li>Analyse language and structure, explaining how writers create meaning and influence readers using literary terminology.</li> <li>Evaluate texts critically, making judgements about themes, characters, and techniques.</li> <li>Communicate clearly and effectively for different audiences and purposes, adapting tone, style, and register.</li> <li>Organise ideas logically with coherent paragraphs and transitions.</li> <li>Use varied vocabulary and sentence structures for clarity, purpose, and effect.</li> <li>Apply accurate spelling, punctuation, and grammar to enhance meaning and impact</li> </ul>		
<p><b>Key Vocabulary: (Tier 2 and 3)</b>            admiration, detachment, devotion, enriched, exhaustion, fragility, futility, honourable, humanity, idealism, innocence, mournful, nurturing, patriotism, realistic, relic, remembrance, relentless, unconditional, virtue, vulnerability            enjambment, anaphora, couplets, caesura, hyperbole, anthesis, extended metaphor, volta, irony, tercets, chronological, reflective, sonnet, sestet, octave</p> <p><b>Key Vocabulary: (Tier 2 and 3)</b>            Reckless, adventurous, attentive, complimented, contrite, humiliation, impulsive, invincible, inquisitive, manipulation, , revert, spontaneous, vulnerability            Character, Symbolism, onomatopoeia, personification, Metaphor, simile, first person narrative, pathetic fallacy, writer, sentence, tension, sentence, word, imagery</p>				
4	<b>GCSE English Literature: Unseen Poetry</b>	<ul style="list-style-type: none"> <li>Make clear, detailed comparisons between poems, keeping ideas directly relevant to the question throughout.</li> <li>Analyse meaning, make inferences, and begin to evaluate how language, structure, and form create effect.</li> <li>Include a wide range of references and details from across the poem, demonstrating understanding of the text and the question.</li> <li>Use quotations and references carefully to support points.</li> <li>Explain how language, structure, or form shapes meaning and impacts the reader, using clear and developed explanations.</li> </ul>	Knowledge checks on literary techniques, key quotations, and context.  Shorter and longer reading responses in line with EDUQAS mark scheme.  <b>Weekly literature revision &amp; timed writes.</b>	1 x 60 minutes per week.

		<ul style="list-style-type: none"> <li>Use academic style, technical vocabulary, and embedded quotations to structure responses effectively.</li> </ul>		
<b>Key Vocabulary: (Tier 2 and 3)</b> Reflect, Explore, Reveal, Convey, Evoke, Suggest, Emphasise, Contrast, Interpret, Develop, Challenge, Question, Perspective, Memory, Identity, Emotion, Persona, Speaker, Stanza, Enjambement, Caesura, Rhyme, Rhythm, Alliteration, Assonance, Imagery, Symbolism, Metaphor, Simile, Tone, Theme, Form, Structure, Diction, Repetition				
<b>5 &amp; 6</b>	<b>GCSE English Language and Literature Revision</b>	<ul style="list-style-type: none"> <li>Develop effective revision strategies for literature texts, helping students recall key themes, characters, context, and quotations.</li> <li>Learn how to approach exam papers (Component 1 and Component 2), including understanding question types and structuring answers.</li> <li>Revise writing skills, including narrative and transactional writing, to ensure clarity, structure, and accuracy under timed conditions.</li> <li>Practise exam techniques weekly, with timed exercises to simulate real exam conditions.</li> <li>Reinforce learning in the classroom, using structured activities to consolidate knowledge and build confidence.</li> <li>Embed key skills for analysis, writing, and exam preparation, ensuring students can apply them effectively under pressure.</li> </ul>	Ongoing practice GCSE papers.  <b>Weekly literature revision &amp; timed writes.</b>	1 x 60 minutes per week.