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 **English** in **Year 11**. 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	Key vocabulary for this unit
1& 2	**GCSE English Literature: Macbeth**	Students will: • Develop a detailed understanding of the plot, characters and themes of *Macbeth* in preparation for GCSE English Literature. • Explore how Shakespeare presents ambition, power, guilt, the supernatural, kingship, loyalty and fate throughout the play. • Analyse Macbeth's tragic journey from celebrated warrior to tyrannical ruler. • Examine Lady Macbeth's influence on Macbeth and her own psychological decline. • Understand how Shakespeare uses the witches and supernatural elements to create tension, foreshadow events and explore ideas about fate and free will. • Analyse how relationships develop and change throughout the play, particularly between Macbeth and Lady Macbeth, Macbeth and Banquo, and Macbeth and Macduff. • Explore Shakespeare's presentation of Jacobean beliefs, including the Divine Right of Kings, witchcraft and the importance of social order. • Develop confidence in reading and annotating Shakespearean language.	**Formal Assessment Points** **Checkpoint One** **Extract Question** **Focus:** How characters speak and behave. • Analysis of audience response. • Exploration of characters. • Extract-based GCSE practice. **Checkpoint Two** **Question:** *Explore the theme/character of …. at the end of Act 2.* • Two analytical paragraphs. • Use of evidence from across the play. • Analysis of Shakespeare's methods and intentions. **Checkpoint Three** **Question:** *Thematic question.* • Two analytical paragraphs. • Analysis of theme.	1 x 60 minutes per week.	Patriarchal Hubris Hamartia Downfall Stage Directions Audience Foreshadowing Impulsive Callous Tyrannical Duplicitous Emasculating Burdened Naïve

		• Select, memorise and analyse key quotations linked to characters and themes. • Explore audience reactions to key scenes, events and dramatic moments. • Track character development across the whole play and link this to Shakespeare's intentions. • Develop GCSE Literature essay-writing skills through extract analysis and whole-text responses. • Build analytical responses using evidence, inference and detailed language analysis. • Write evaluative responses which explore multiple interpretations and Shakespeare's wider messages.	• Exploration of audience reactions and writer's intentions/techniques. **End of Unit Assessment** **Macbeth Extract Question: Audience Response (/15)** **Assessment Focus:** *How does Shakespeare present … in the extract?* Students are expected to: • Analyse the extract in detail. • Explore character relationships and development. • Select and analyse relevant quotations. • Explain Shakespeare's dramatic methods. • Consider audience responses and interpretations. • Demonstrate knowledge of the wider play where appropriate. .		
2	**GCSE English Language: Component 1 Fiction Comprehension**	Students will: • Develop the reading and comprehension skills required for GCSE English Language Component 1. • Understand the structure, timing and expectations of the fiction reading examination. • Learn how to approach each question type effectively and efficiently. • Develop retrieval skills by selecting explicit and implicit information from unseen fiction texts.	**Guided Examination Practice** Students complete a guided walkthrough of a full GCSE reading paper, focusing on: • Understanding assessment objectives. • Recognising question demands. • Timing strategies. • Response structure.	1 x 60 minutes per week.	**Language of Analysis** • Intensifies • Mirrors • Reflects • Reiterates • Demonstrates • Validates • Signifies • Stresses • Insinuates • Advocates • Juxtaposes

		• Analyse how writers use language and structure to create meaning and impact.
		• Evaluate writers' choices and explain the effects created on the reader.
		• Understand the assessment objectives and how they relate to each exam question.
		• Develop strategies for managing time effectively under examination conditions.
		• Practise responding to fiction texts using both guided and independent approaches.
		• Learn how successful stories are constructed through:
		  ○ clear beginnings, middles and endings
		  ○ effective characterisation
		  ○ a focus on one significant event
		  ○ purposeful plot development
		• Build resilience through regular practice, self-assessment and target setting.
		• Improve analytical responses through feedback, modelling and redrafting.
			• Successful examination techniques.
			
			Timed Examination Practice
			Students complete timed responses and:
			• Analyse exemplar answers.
			• Compare responses against success criteria.
			• Complete self-assessment and peer assessment.
			• Create personalised improvement targets.
			
			Independent Examination Practice
			Students complete a full examination-style paper independently under timed conditions and:
			• Review responses using mark schemes.
			• RAG-rate strengths and weaknesses.
			• Improve work through redrafting and teacher feedback.
					Reading and Analysis Vocabulary
					• Explicit
					• Implicit
					• Retrieval
					• Inference
					• Analysis
					• Structure
					• Characterisation
					• Evaluation
					• Perspective
					• Narrator
					• Atmosphere
					• Tension
					• Viewpoint
					• Synthesis

3	**GCSE English Language: Transactional Writing**	Students will: • Develop the transactional writing skills required for GCSE English Language. • Understand the purpose, structure and conventions of reports and reviews. • Adapt writing effectively to suit audience, purpose and form. • Plan and organise ideas clearly before writing.	**Formal Assessment Points** **Checkpoint One** **Review Writing** Students draft a review of either a: • Film • Book • Television Series • Video Game	1 x 60 minutes per week.	Audience Purpose Tone Formality Review Report Evaluation Recommendation Judgement Evidence

		• Develop detailed, persuasive and well-supported content. • Establish and maintain a clear viewpoint throughout a piece of writing. • Use an appropriate tone and level of formality for different writing tasks. • Apply rhetorical devices and persuasive techniques to influence readers. • Write coherent and developed paragraphs by expanding and sustaining ideas. • Use ambitious vocabulary and sophisticated sentence structures. • Apply accurate spelling, punctuation and grammar to improve clarity and impact. • Evaluate information, experiences and viewpoints effectively. • Understand how successful transactional writing meets GCSE assessment criteria. • Develop confidence in writing under timed examination conditions.	Assessment focuses on: • Effective evaluation and judgement. • Audience engagement. • Organisation and structure. • Use of persuasive and descriptive language. • Appropriate review conventions and features. Students peer assess their work using the Eduqas assessment criteria. **Checkpoint Two** **Report Writing** **Task:** *Write a report to* ... Assessment focuses on: • Formal report structure and conventions. • Use of evidence and justification. • Clear organisation and logical sequencing. • Appropriate formal register. • Effective recommendations and conclusions. • Audience and purpose awareness. Students peer assess their responses using the Eduqas assessment grid.		Perspective Viewpoint Persuasion Conclusion

	GCSE English Literature: Unseen Poetry	Students will: • Develop the poetry analysis skills required for the GCSE English Literature Unseen Poetry component. • Apply knowledge and skills developed through studying the anthology poetry cluster to unfamiliar poems. • Learn a structured and confident approach to analysing unseen poetry. • Identify and explore the speaker's voice, viewpoint, emotions and intentions. • Analyse how poets use language, imagery, structure and form to communicate meaning. • Explore connotations, symbolism and poetic techniques in unseen texts. • Track the development of ideas, feelings and attitudes throughout a poem. • Analyse how mood and tone change across a poem, particularly between the opening and ending. • Select and interpret key quotations to support analytical responses. • Develop confidence in forming personal interpretations supported by textual evidence. • Compare two unseen poems by identifying similarities and differences in themes, methods and perspectives. • Build analytical writing skills for both Part A (single poem) and Part B (comparison) responses. • Develop increasingly independent responses through modelling, guided practice and timed writing.	**Formal Assessment Points** **Checkpoint One** **Part A Response** • Two analytical paragraphs. • Focus on meaning, language and poetic methods. • Exploration of the writer's ideas and feelings. **Part B Response** • One comparative paragraph. • Identification of key similarities and differences. • Comparison of themes, perspectives and methods. **Checkpoint Two** **Part A Response** • Two analytical paragraphs. • Independent analysis of ideas, language and structure. **Part B Response** Two comparative paragraphs. • Development of detailed comparisons between poems. • Exploration of writers' methods and messages. **End of Unit Assessment**		**Key Vocabulary** • Stanza • Imagery • Adversity • Affirm • Cliché • Controversial • Conventional • Unconventional • Idealistic • Ironic • Objectify • However • Alternatively • Specifically • Similarly • Likewise **Language of Analysis** • Intensifies • Mirrors • Reflects • Reiterates • Demonstrates • Validates • Signifies • Stresses • Insinuates • Advocates • Juxtaposes **Unseen Poetry Terminology** • Voice • Tone • Mood • Perspective • Connotation • Symbolism • Theme • Structure

			GCSE-Style Unseen Poetry Response **Part A and Part B Assessment** Students analyse and compare unseen poems linked to a theme. Students are expected to: • Demonstrate understanding of unfamiliar poems. • Analyse language, form and structure. • Select and integrate evidence effectively. • Explain the poet's ideas and intentions. • Compare similarities and differences between poems. • Develop clear and supported personal interpretation.		• Contrast • Comparison • Interpretation • Effect
4 & 5	**GCSE English Language and Literature Revision**	Students will: • Develop effective revision strategies for literature texts, helping students recall key themes, characters, context, and quotations. • Learn how to approach exam papers (Component 1 and Component 2), including understanding question types and structuring answers. • Revise writing skills, including narrative and transactional writing, to ensure clarity, structure, and accuracy under timed conditions. • Practise exam techniques weekly, with timed exercises to simulate real exam conditions.	Ongoing practice GCSE papers. **GCSE Examinations**	1 x 60 minutes per week.	

		• Reinforce learning in the classroom, using structured activities to consolidate knowledge and build confidence. • Embed key skills for analysis, writing, and exam preparation, ensuring students can apply them effectively under pressure.			