

# Newall Green High School – Curriculum Plan



Subject	English Language and Literature		Year Group	11	
<b>Rationale / Narrative</b>	Students study both English Language GCSE and English Literature GCSE. Each half term (except Autumn 1) will cover both topics from both GCSEs as well as reading and writing skills.				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>Knowledge</b>	<p><b>Lit: Macbeth</b> <i>This is a new text to students due to lost learning time in Y10.</i> Students will read, explore and annotate the play in detail. They will develop a solid understanding of the key characters and themes and be able to track them throughout the text. They will be able to analyse the methods and language used by Shakespeare to create meaning and explore the big ideas presented in the play. Students will also develop their analytical skills and develop the ability to write convincing essays based on extracts and the text as a whole.</p> <p><b>Language Paper 1: Section B</b> Students will work on Section B: Creative writing developing skills they can apply in the exam</p>	<p><b>Language Paper 2:</b> Students will revise key skills for each question and use past AQA papers and texts to develop exam skills.</p> <p><b>Lit: Macbeth</b> Completing the play and essay practice on key scene, characters and themes.</p> <p><b>Lit: A Christmas Carol</b> Students will revise the key themes, ideas and messages in the novella which they studied in Autumn 2 in 2019. They will make links and comparisons and develop analytical essay writing skills further for the Literature GCSE.</p>	<p><b>Lit: Unseen Poetry</b> Students will revise the key themes, ideas and messages in the poems that they studied in Autumn 1 in 2019. They will make links and comparisons and develop analytical essay writing skills further.</p> <p><b>Language Paper 1:</b> Students will revise key skills for each question and use past AQA papers and texts to develop exam skills.</p> <p><b>Language Paper 2:</b> Students will revise key skills for each question and use past AQA papers and texts to develop exam skills in timed conditions.</p>	<p><b>Language Paper 2:</b> Students will revise key skills for each question and use past AQA papers and texts to develop exam skills in timed conditions.</p> <p><b>Language Paper 1:</b> Students will revise key skills for each question and use past AQA papers and texts to develop exam skills.</p> <p><b>Lit: Text to be confirmed (Conflict Poetry or AIC)</b> Students will revise the key themes, ideas and characters in the play studied in Spring 1 in 2019. They will develop analytical essay writing skills alongside this revision.</p>	<p><b>Language Paper 1 and Paper 2 Revision</b> There will be a primary focus on Q4 and Q5 of each paper which combined account for 73% of the overall Language GCSE grade.</p> <p><b>Lit: Revision of essay writing skills and focus on knowing the key quotes and ideas in each text.</b></p>
<b>Skills</b>	Reading	<p><b>Reading:</b> * Make apt comparisons between texts</p>	Reading	Reading	Reading

	<p>*Confidently respond to a whole text making valid, thorough and thoughtful inferences.</p> <p>*Confidently use a range appropriate evidence to support ideas</p> <p>*Make probing comments about a writer's use of language.</p> <p>*Analyse and comment perceptively on a writer's use of structure and form and examine the impact on the reader.</p> <p>* Analyse the themes, feelings and ideas in a text making insightful and thorough comments *Make confident, thorough and thoughtful comments when discussing characters and themes</p> <p>*Show clear understanding of the context and relate to the text.</p> <p><b>Writing</b></p> <p>*consistently creative ideas and appropriate linguistic devices to write in an engaging manner.</p> <p>*Use sophisticated vocabulary and think carefully about phrasing</p> <p>*Write in a coherent manner, using paragraphs accurately and integrate discourse markers.</p> <p>* Use a range of detailed and connected ideas.</p> <p>*Independently plan how to structure writing</p> <p>*Spell most words accurately including some more irregular words.</p> <p>*Begin to use a wide range of punctuation with only the occasional error.</p> <p>*Use a range of grammatical structures to achieve particular effects.</p> <p>*Write consistently in the same tense.</p>	<p>*Include relevant references when making clear comparisons, embedding appropriate quotes to interpret both texts</p> <p>*Respond to a range of texts and clearly discuss ideas.</p> <p>*Make clear and thoughtful comments about language used and valid inferences.</p> <p>* Develop understanding of how a writer has used techniques to have an effect on the reader</p> <p><b>Writing</b></p> <p>*consistently use appropriate language to suit the tone, structure, audience, purpose and format of writing.</p> <p>*purposefully use a range of appropriate linguistic devices to create effect.</p> <p>*Use sophisticated vocabulary and think carefully about phrasing</p> <p>*Write in a coherent manner, using paragraphs 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<b>Assessments</b>	<p><b>Feedback Point 1</b> – Cold task on a specific skill.</p> <p><b>Feedback Point 2</b> – Teaching and plugging gaps in learning – second</p>	<p><b>Feedback Point 1</b> – Cold task on a specific skill.</p> <p><b>Feedback Point 2</b> – Teaching and plugging gaps in learning – second</p>	<p><b>Feedback Point 1</b> – Cold task on a specific skill.</p> <p><b>Feedback Point 2</b> – Teaching and plugging gaps in learning – second</p>	<p><b>Feedback Point 1</b> – Cold task on a specific skill.</p> <p><b>Feedback Point 2</b> – Teaching and plugging gaps in learning – second</p>	<p><b>Feedback Point 1</b> – Cold task on a specific skill.</p> <p><b>Feedback Point 2</b> – Teaching and plugging gaps in learning – second</p>

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<b>Home Learning</b>	<b>Macbeth: Consolidation of context, characterisation and themes.</b> Macbeth homework provided on paper and on TEAMS	<b>Language Workbook:</b> Students will complete specific sections to enhance skills in both paper 1 and paper 2	<b>Unseen Poetry homework and Seneca Revision</b> – Analysis of poems, planning and essay writing.	<b>Seneca Revision and Language Reading practice.</b>	<b>Revision of all topics through Padlet, revision resources and mock exams.</b>
<b>Reading, Writing, Talk</b>	Reading strategies employed in lessons, extended writing both in the classroom and at home. Oracy assessment during the term.	Reading strategies employed in lessons, extended writing both in the classroom and at home. Oracy assessment during the term.	Reading strategies employed in lessons, extended writing both in the classroom and at home. Oracy assessment during the term.	Reading strategies employed in lessons, extended writing both in the classroom and at home. Oracy assessment during the term.	Reading strategies employed in lessons, extended writing both in the classroom and at home. Oracy assessment during the term.
<b>Tier 3 Vocab</b>	Patriarchy/ Regicide/ Matriarchy Divine Right/ Ambition/ Apparition/ Prophecy/ Tragedy/ Duplicitous	Conflict/ Authority /Sub-conscious/ influence/ dominance/ brutality/ Implied/ Semantic Field/ Imagery/ Juxtaposition / contrasts / parallels	Redemption / Oppression / Inequality/ Avaricious / Predicament / Apprehensive / Reflective / Symbolic / Motif / opposes / comparable	Socialism / Capitalism / Equality / Collectivist / Bourgeoise / Conscience / Metaphorically / Materialistic / Individualist / Represents / Socieity	Metaphorically / Connotations / Symbolism / Portrays / Contradicts / Equates to / Motif / Semantic field / Imagery
<b>SMSC, British Values</b>	SMSC – power and corruption in the play lends itself to exploration of the moral compass and what is right and wrong.	SMSC – Exploration of themes of identity, war, power and politics within the poem and non-fiction texts.	SMSC – Exploration of themes of poverty, responsibility, greed and power within the play and non-fiction texts.	SMSC – Exploration of themes of politics, responsibility and morals within the play and non-fiction texts.	SMSC – Exploration of themes of identity, war, power, responsibility, corruption, politics and poverty within Literature and non-fiction texts.

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