

# Our Lady Queen of Peace

Catholic Engineering College

## Curriculum Overview

### YEAR 11 ENGLISH

	Knowledge & Understanding			Subject Specific Literacy Development	Cultural Capital / Enrichment Opportunities
	Composites (Bigger Picture)	Components (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
Half Term 1	Poetry-Power and Conflict	<ul style="list-style-type: none"><li>Development of students understanding of meaning and context of the following poems:<ul style="list-style-type: none"><li>Ozymandius</li><li>London</li><li>Prelude (Extract)</li><li>My Last Duchess</li><li>Charge Of The Light Brigade</li><li>Exposure</li><li>Storm On The Island Bayonet Charge</li><li>Remains</li><li>Poppies</li><li>War Photographer</li><li>Tissue</li><li>The Emigree</li><li>Checking Out Me History Kamikaze</li></ul></li></ul>	<ul style="list-style-type: none"><li>Key quotes</li><li>Contextual points</li><li>Mood</li><li>Meaning</li><li>Message</li></ul>	<ul style="list-style-type: none"><li>Enjambment</li><li>Caesura</li><li>Couplet</li><li>Stanza</li><li>Sibilance</li><li>Blank verse</li><li>Assonance</li><li>Alliteration</li><li>Simile</li><li>Metaphor</li><li>Semantic field</li></ul>	Lots of opportunities to explore historical significance of elements of war and conflict.
Half Term 2	Explorations in Creative Reading & Writing (Language Paper 1)	<ul style="list-style-type: none"><li>Explore writers craft with a focus on characterisation as a key method.</li><li>Understand approaches to each exam question.</li><li>Develop mark-scheme awareness with a focus on the importance of effects.</li><li>Start small with examples and get bigger</li><li>Pre teach key vocabulary which will be in models and then use on own writing.</li></ul>	<ul style="list-style-type: none"><li>Regular recall of plot, character, theme and key vocabulary through:<ul style="list-style-type: none"><li>Do Now activity</li><li>Knowledge Check Ups</li><li>Pupil questioning</li></ul></li></ul>	<ul style="list-style-type: none"><li>Characterization</li><li>Infer</li><li>Connotations</li><li>Dialogue</li><li>Personification</li><li>Metaphor</li><li>Simile</li></ul>	

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<b>Half Term 3</b>	<b>Writers Viewpoints &amp; Perspectives Revision</b> <b>(Language Paper 2)</b>	<ul style="list-style-type: none"> <li>Explore writers craft with a focus on perspective and how writers assert it.</li> <li>Understand approaches to each exam question.</li> <li>Develop mark-scheme awareness with a focus on the importance of effects.</li> <li>Start small with examples and get bigger</li> <li>Pre teach key vocabulary which will be in models and then use on own writing.</li> <li>Opportunities to write about current issues and express their own POV.</li> </ul>	Regular recall of plot, character, theme and key vocabulary through: Do Now activity Knowledge Check Ups Pupil questioning	Perspective Tone Parallelism Hypophora Anecdote Hyperbole Ethos Pathos Logos Rhetoric	Links to current issues and opportunities to debate.
<b>Half Term 4-5</b>	<b>General Revision</b>				

Key Assessments		
When	What will be assessed?	Why is this being assessed?
Half Term 1	Fortnightly assessments based on topics covered and cohort need.	To assess the development of student knowledge and skills in order to address misconceptions and continually improve areas for development.
Half Term 2	Mock 1 Fortnightly assessments based on topics covered and cohort need.	To assess the development of student knowledge and skills in order to address misconceptions and continually improve areas for development.

Half term 3	Fortnightly assessments based on topics covered and cohort need.	To assess the development of student knowledge and skills in order to address misconceptions and continually improve areas for development.
Half Term 4	Mock 2 Fortnightly assessments based on topics covered and cohort need.	To assess the development of student knowledge and skills in order to address misconceptions and continually improve areas for development.