

	Knowledge and Understanding	Knowledge and Understanding	Skills	Skills	Assessment	Subject Specific Literacy	Cross-Curricular Links
	Components (Key concepts)	Composite (Bigger Picture)	Components (Key concepts)	Composite (Bigger Picture)	What is being assessed, how and when?	Key Vocabulary	Including Personal Development and SMSC
Autumn Term 1	<p>Of Mice and Men SOL Students will be introduced to an American novel; explore how race is presented in a 20th-century text; explore the social and historical context of 1930s America; consider authorial comment on contemporary society through the text; explore the plot, character, and themes in the text.</p>	<p>Students will develop an understanding of the novella Of Mice and Men by John Steinbeck; they will be able to answer an assortment of AQA Paper 1 Reading exam-style questions based on extracts from the text.</p>	<ul style="list-style-type: none"> * Inference and deduction of implicit meaning. * Explaining and commenting on language and structure. * Use precise linguistic and literary terminology to discuss reading and writing. * Effect of context - biographical, literary, historical and societal. * Similarities and/or differences: character and theme, methods, intended effect on the audience. 	<ul style="list-style-type: none"> * Read the entire novella. * Track and annotate the text. * Write an appropriate opening - establishing a thesis argument. * Write a detailed essay using WHAT -HOW-WHY. * Support points with apt reference to the text. * Write in an appropriate register and use accurate standard English. 	<p>Multiple choice questions on literary techniques throughout the unit of study; AQA Paper 1 exam-style reading questions on a short extract from the novella at the end of the unit.</p>	<p>Aloof, anguished, apprehensive, misogyny, belligerently, bewildered, bindle, brusquely, cesspool, consoled, discrimination, contemptuous, cowering, crestfallen, derision, derogatory, earnestly, handy, indignation, meagre, monotonously, morosely, pugnacious, recumbent, reprehensible, scornfully, sullenly, writhed</p>	<p>Social – understanding how societies and communities work; Moral – investigating moral values and ethical issues; Spiritual – exploring the values and beliefs of others; Cultural – exploring, understanding and respecting diversity.</p> <p>Personal Development Themes: Racism & discrimination, Misogyny, Economic Depression</p> <p>Cross-curricular Link: History, PSHE, Reading</p>
Autumn Term 2	<p>Persuasion/Argument SOL Students will develop and explore: increasingly challenging material and be able to recognise the writer's viewpoint; identify the purpose and audience of a speech; summarise the writer's ideas and perspectives and analyse rhetorical devices.</p>	<p>Students will consolidate and develop their understanding of rhetoric and explore how persuasive devices can be used in speeches; be able to write their speech and include a variety of persuasive devices; be able to respond to an AQA Paper 2 Writing exam-style prompt.</p>	<ul style="list-style-type: none"> * Use precise linguistic terminology to discuss reading and writing. * Similarities and/or differences: ideas/perspectives/ purpose/ authorial viewpoint/ intended effect on the reader. * Use personal pronouns & determiners to involve the reader in an issue and imperative verbs to tell readers what action to take. 	<ul style="list-style-type: none"> * Read extracts from political speeches. * Analyse how 'emotive' words can be used to influence the reader. * Consider the use of language features to capture the interest of the reader. 	<p>Multiple choice questions on persuasive devices throughout the unit of study; AQA Paper 2 exam-style reading questions throughout the unit of study; AQA Paper 2 exam-style writing question at the end of the unit.</p>	<p>Persuade; sympathy; emote; political; authoritative; clarify; subordination; democracy, imperative; emphasis; coordination; craft; conflict; influence.</p>	<p>Social – participating, cooperating and resolving conflict; Moral – recognising right from wrong; Spiritual – understanding human feelings and emotions; Cultural – understanding and appreciating personal influence.</p> <p>Personal Development Themes: Democracy and the right to vote Fake News</p> <p>Cross-curricular Link: History, PSHE, Reading, Drama</p>

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Spring Term 1	Narrative Writing SOL Students will consolidate, develop and explore: the conventions of short stories; elements of plot structure; consider narrative hooks; focus on tension, suspense; narrative viewpoint/tenses; endings - twist.	Students will consolidate and develop their understanding of narrative and explore how figurative language techniques can be used in narratives; be able to write their own short story and include a variety of figurative language techniques; be able to respond to an AQA Paper 1 Writing exam-style prompt.	<ul style="list-style-type: none"> * Consolidate and develop their understanding of linear and non-linear narratives; * Use limited powerful adjectives to create a succinct physical description of the main protagonist; * Use precise & ambitious vocabulary; * Punctuate their work accurately, including using ellipsis to create tension and dash for emphasis; * Use of minor sentences. 	<ul style="list-style-type: none"> * Use an appropriate narrative structure to write their own short story. * Write in an appropriate narrative voice and use accurate standard English. 	<p>AQA Paper 1 exam-style writing question based on a stimulus image at the end of the unit.</p> <p>Mock examinations in January/ February for both AQA Paper 1 and AQA Paper 2.</p>	Narrative, complication, climax, resolution, plot, mood, atmosphere, pathetic fallacy, tension, flashback, protagonist; antagonist, emphasis, ambiguity, twist.	<p>Social – work successfully as a member of a team/group; Moral – express own views on ethical issues and personal values; Spiritual – demonstrate a sense of empathy, concern and compassion; Cultural – use language and understand images/icons of significance and meaning in a culture.</p> <p>Personal Development Themes:</p> <p>Community Charity Government</p> <p>Cross-curricular Link:</p> <p>Reading, Drama</p>
Spring Term 2	Reading Non-Fiction SOL Students will understand how to explore authorial perspective; consolidate their understanding of key rhetorical devices and how they can be used for effect; evaluate texts critically and support them with appropriate textual detail; synthesise ideas and information from across different texts.	Students will consolidate and develop their understanding of non-fiction texts and be able to answer an assortment of AQA Paper 2 Reading exam-style questions.	<ul style="list-style-type: none"> * Critical reading and comprehension. * Identify and interpret themes, ideas and information from a range of non-fiction texts. * Draw inferences and justify them with supporting evidence from the text. * Compare two texts and analyse/evaluate how the form and structure contribute to impact and effectiveness. 	<ul style="list-style-type: none"> * Respond to a viewpoint using an appropriate register and format. * Use accurate standard English when writing a response to exam-style questions. * Include relevant detail and textual references to support their opinion. 	AQA Paper 2 exam-style reading questions at the end of the unit.	Synthesise, comparison, evaluation, perspective, similarity, achievement,	<p>Social – understanding the notion of interdependence; Moral – understanding the consequences of actions; Spiritual –using imagination and creativity in learning; Cultural – understanding and appreciating personal influence.</p> <p>Personal Development Themes:</p> <p>Conflict and resolution</p> <p>Cross-curricular Link:</p> <p>History, PSHE, Reading,</p>

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Summer Term 1	Revision Students will revise for their terminal GCSE examinations.	Students will revise for their terminal GCSE examinations.	Students will revise for their terminal GCSE examinations.	Students will revise for their terminal GCSE examinations.	Past paper exam questions for both AQA Paper 1 and AQA Paper 2 throughout the term.	Revision of exam question command words.	Students will revise all of the SMSC links made throughout the course.
Summer Term 2	Terminal Examinations Students will sit their terminal GCSE examinations.	Students will sit their terminal GCSE examinations.	Students will sit their terminal GCSE examinations.	Students will sit their terminal GCSE examinations.	Terminal examinations are to take place as determined by the AQA exam board.	Students sit their terminal examinations.	Students sit their terminal examinations.

Subject information including exam board details

The content of the curriculum in Year 11 is in line with the AQA GCSE English Language (8700) specification: <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>. It also allows for students who are referred to The Acorns School from other settings throughout the academic year to continue with the EDUQAS GCSE English Language specification and to be entered with this examination board for their terminal qualification. The sequencing of the curriculum

The Y11 English curriculum intends to develop students' skills in analysing texts, using evidence to support an idea/opinion and writing in a formal, academic register.

Literary and non-fiction texts and extracts are carefully selected by teaching staff to support The Acorns School's whole-school approach to improving reading and building an embedded and sustained culture of reading for pleasure. Struggling readers receive in-class support and out-of-class intervention to improve reading fluency and, therefore, increase students' confidence in reading, writing and overall communication in preparation for their terminal examinations.

Careers linked to this subject area:

Languages Teacher: if you speak more than one language, you can travel the world and teach English to others.

Journalist: research and investigate interesting stories for TV, radio and magazines.

Digital Marketer: use cleverly chosen words to inspire, educate and convince customers with business campaigns

Language Therapist: English is all about communication and the use of words. You can help others learn to communicate.

Other careers that use English:

Law, Politics, Acting, Writing, Civil Service, Film/TV Editing, Copy Editing, Speech Therapy, Administration, Management, Digital Content Editing, Editing, Teaching, Marketing, Broadcasting, Clerical Work, Copywriting, Film/TV Production, Classroom Support, Events Management, Information Services, Publishing, Advertising, Archive Work, Public Relations, Proofreading, Librarianship, Travel and Tourism.

5 Work Skills English Will Give You:

Communication: In GCSE English Language, you will study the linguistic devices and techniques we use to communicate. Real-life examples will show you how and when to adapt your language to different people. You will become aware of how you already change your language in different situations.

Critical Thinking: Reading literature from different and similar periods will encourage you to think about how writers are influenced by social, historical and cultural contexts. You will reference examples from each text to support your ideas about how and why writers approach subjects in a particular way.

Creativity: You will produce original pieces of writing in GCSE English Language. These will include stories and various types of non-fiction writing. You will play around with language and structure to achieve different effects. You will adapt your language and style to different audiences and purposes.

Text Analysis: You will read texts with a critical and analytical eye. You will identify how the author uses specific structures, form, language and literary devices to present their ideas and evoke emotions.

Essay Writing: Essays are one of the ways that you are assessed in the GCSE English Language. You need to think about how to present your ideas logically and use evidence to support your opinions or discount other points of view.

Enrichment Opportunities:

English teaching staff will look out for any suitable plays, events or productions to suit current schemes of learning. Where appropriate, educational visits to libraries, museums and other local attractions will be facilitated to enhance the delivery of the curriculum.