

	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>A Christmas Carol OL</p> <p>Students will: learn about the author, Charles Dickens, and the historical and social context of Victorian England; understand character traits, development and their contribution to thematic elements; develop their ability to analyse how writers use language and structure to shape meaning; develop their understanding of the novella's themes and motifs and their significance; develop their understanding of the exam requirements based on exam-style questions that use the text.</p>	<p>Students will: understand the context of Charles Dickens' 'A Christmas Carol'; analyse characterisation within the novella; explore the use of language and structure in the text; identify and discuss themes and motifs; apply reading skills to answer GCSE exam-style questions; review and assess understanding and exam techniques.</p>	<p>Students will: be able to identify, analyse and discuss major themes in 'A Christmas Carol'; analyse key characters and understand their development as well as their contributions to the overarching message and themes; possess a solid understanding of the Victorian era; be able to interpret and make meaning from the text through critical reading; demonstrate skills in analysing the language and structure of the text; compare and contrast 'A Christmas Carol' with other texts, whether they are other works by Dickens or different authors; make comparative judgements about the text's impact and relevance; analyse Dickens' use of allegory, symbolism and imagery, and evaluate their effectiveness; craft original pieces that mirror the style of Dickens; articulate a coherent, persuasive argument in response to an exam-style question that asks them to agree or disagree with a statement.</p>	<p>Students will: understand the key themes and ideas presented within the novella; be able to analyse key characters; be able to discuss and write about the historical context; demonstrate critical reading and analytical skills; show comparative skills; refine their ability to make evaluative judgements; develop their understanding of narrative technique; summarise information from various sources to articulate their own argument; become familiar with the format of the GCSE exam questions.</p>	<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>Comprehension; Inference; Evaluation; Textual Evidence; Skim; Scan; Retrieve; Implicit; Explicit; Imagery; Structure; Metaphor; Simile; Victorian Era; Industrial Revolution; Social Commentary; Redemption; Theme; Motif; Characterisation; Personality Traits; Motivations; Interactions; Subtext; Plenary; Revision; Exam Techniques.</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: Tolerance and Respect Individual Liberty</p> <p>Cross-curricular Link: History, PSHE, Reading, Drama, ELSA.</p>
Autumn Term 2	<p>The Art of Rhetoric (2) SOL</p> <p>Students will: be introduced to rhetorical devices and their purpose in persuasion; analyse the use of rhetorical questions and repetition; study anaphora and antithesis; explore alliteration and assonance in persuasive texts; evaluate the effectiveness of persuasive letters; create a compelling letter using learned rhetorical devices.</p>	<p>Students will: define the function of ethos, pathos and logos in persuasive texts; consider the importance and effects of rhetorical questions and repetition in enhancing the compelling quality of texts; understand anaphora and antithesis, and their roles in building argument strength in persuasive writing; develop their knowledge of sound devices in texts and their psychological impact on an audience; enhance their skills in critical evaluation of how rhetorical devices contribute to the effectiveness of persuasive texts; apply their understanding of rhetorical devices in creating their persuasive letters.</p>	<p>Students will be able to accurately identify and define key rhetorical devices such as ethos, pathos, logos, anaphora, epistrophe, rhetorical questions and hyperbole; be able to find and explain examples of these devices in a variety of texts, focusing particularly on persuasive letters and essays; explain how rhetorical devices affect the audience, discussing why authors choose specific techniques for persuasion; compare and contrast the use of rhetorical devices in different texts, elucidating how they contribute to the efficacy of the argument or message; critically evaluate the effectiveness of the argument or message; craft their own persuasive letters or essays using appropriate rhetorical devices.</p>	<p>Students will be able to: identify and define rhetorical devices as well as analyse the use of these within a given text; and be able to apply their knowledge of rhetorical devices to create their own persuasive texts.</p>	<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>Ethos; Pathos; Logos; Rhetorical Question; Alliteration; Assonance; Rhetorical Device; Simile; Metaphor; Hyperbole; Parallelism; Repetition; Anaphora; Antithesis; Persuasive; Techniques; Emotive Language; Credibility.</p>	<p>Social – use a range of social skills in different contexts; Moral – understand the consequences of their behaviours and actions; Spiritual – reflect willingly on their experiences; Cultural – understanding and appreciating personal influence.</p> <p>Personal Development Themes: Democracy Rule of Law Individual Liberty Tolerance and Respect</p> <p>Cross-curricular Link: History, PSHE, Reading, Drama, ELSA.</p>

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Spring Term 1	<p>Creative & Descriptive Writing SOL Students will consolidate, develop and explore: the conventions of short stories; elements of plot structure; consider narrative hooks; focus on tension, and suspense; narrative viewpoint/ tenses; endings - and twists.</p>	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.	Students will: demonstrate a thorough understanding of the conventions typical to short stories, including characterisation, setting, and the economy of the narrative; construct clear and engaging plots, understanding the importance of exposition, rising action, climax, falling action and resolution; employ narrative hooks effectively to engage readers; display proficiency in creating tension and suspense within their narratives; skilfully manage narrative viewpoints and narrative tenses and how different viewpoints and tense can affect narrative style and reader engagement; master the art of concluding a story with suitable endings that resonate with the themes and overall narrative; organise their descriptive and narrative writing in a manner that is not only logical but also maintains cohesion and coherence throughout the text; skilfully use an array of descriptive techniques to bring settings, characters and actions to life, enhancing the reader's sensory experience; be adept at self-assessment and critique; be systematically prepared for the types of creative and descriptive writing tasks that appear in GCSE English Language examinations.	Students will show: mastery of short story conventions; understanding and application of plot structure; effective use of narrative hooks; development of tension and suspense; control of narrative viewpoints and tenses; craft engaging endings and plot twists; create cohesion and coherence in text structure; utilisation of descriptive techniques; reflect and criticise their own writing; prepare for GCSE English Language examinations.	<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, Conventions, Plot Twist, Foreshadowing, Unreliable Narrator, Exposition, Rising Action, Climax, Falling Action, Resolution, Narrative Hook, Tension, Intrigue, Literary Devices, Suspense, Red Herrings, Imagery, Viewpoint, Tense, Ending.	<p>Social – work successfully as a member of a team/group; Moral – develop an acceptance of other people, understanding the importance of identifying and combating discrimination, Spiritual – demonstrate a sense of empathy, concern and compassion; Cultural – participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p> <p>Personal Development Themes: Democracy Rule of Law Individual Liberty Tolerance and Respect</p> <p>Cross-curricular Link: Reading, Drama, PSHE.</p>
Spring Term 2	<p>Reading 19th Century Texts 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; and synthesise ideas and information from across different texts.</p>	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.	Students will: be able to identify the perspective or viewpoint of 19th-century authors; identify key rhetorical devices used in 19th-century texts such as metaphor, irony and hyperbole; critically evaluate 19th-century texts, discussing themes, motifs, and the construction of narrative and support their evaluations with precise textual details; extract relevant details from texts to support their analytical points; compare and contrast themes and viewpoints across multiple 19th-century texts; construct well-structured and coherent analytical essays on the texts studied; approach GCSE examination questions with confidence, understanding the requirements of each question type; incorporate relevant literary criticism into their analyses, understanding differing interpretations of texts; apply their knowledge of social, political and historical context of the 19th century to enhance their understanding of texts.	Students will: understand authorial perspective; master rhetorical devices; critically evaluate texts; use supporting textual detail; synthesise ideas from across texts; write coherently about texts; prepare for terminal examinations; reference literary criticism; apply contextual knowledge.	AQA Paper 2 exam-style reading questions at the end of the unit.	Authorial Perspective, Narrative Voice, Tone, Simile, Metaphor, Personification, Alliteration, Onomatopoeia, Hyperbole, Rhetorical Question, Assonance, Rhetorical Devices, Analysis, Evaluation, Textual Evidence, Synthesise, Main Ideas, Compare, Contrast, Concept Map.	<p>Social – cooperate well with others and be able to resolve conflicts quickly, Moral – investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues, Spiritual – sense enjoyment and fascination when learning about themselves, others and the world around them,; Cultural – understanding and appreciating personal influence.</p> <p>Personal Development Themes: Democracy Rule of Law Individual Liberty Tolerance and Respect</p> <p>Cross-curricular Link: History, PSHE, Reading,</p>

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Summer Term 1	Revision for Y11 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.
	When They See Us SOL Students will understand the historical context of the case; analyse news reports to identify instances of racism and stereotyping; discuss the impact of these issues on individuals and society; recognise the importance of media literacy and critical thinking skills; empathise with the experiences of marginalised communities.	Students will understand and watch the docu-film series; analyse the causes and effects of social and historical events, including the impact on individuals and society; analyse media texts to understand how language, symbols and images shape meaning and influence perspectives; consider the historical impact of colonialism and segregation; consider historical and recent race riots in UK and US;	Students will know how to write a formal letter: layout, mode of address, appropriate opening and closing paragraphs; how to summarise the writers' ideas and perspectives; how to compare ideas, perspectives/ purposes of texts; how to use paragraphs accurately and effectively; how to use a range of punctuation, including colons and semicolons, accurately.	Students will be able to identify the perspective of the writers of the texts; identify the methods used by the writer; analyse how these methods result in your understanding of their perspective; draw comparisons between two perspectives; and use comparative language to demonstrate clear similarities/differences.	AQA Paper 2 reading questions mini-mock. AQA Paper 2 Question 5. Multiple choice questions about events and characters.	Segregation, racism; coercion; prejudice; discrimination; wrongfully convicted; exonerated; crime; legal system; media portrayal; justice; documentary; injustice; civil rights; prosecution; incarceration; racial profiling; interrogation; systemic; advocacy; empathy; stereotype.	Social - know that the rule of law protects the rights of individual citizens and is essential to have shaped their heritage and those of others; Moral - recognise the difference between right and wrong and readily apply this understanding in their lives, Spiritual - reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for different people's faiths, feelings and values, Cultural - understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. Personal Development Themes: Democracy Rule of Law Individual Liberty Tolerance and Respect Cross-curricular Link: Reading, Drama, PSHE, History, Geography
Summer Term 2	Terminal Examinations for Y11 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.
	Explorations in Creative Writing SOL Students will understand how to write the opening to a story; create a detailed and believable setting for a story; consider how stories are structured and how that structure can be subverted; how structuring language and text can impact meaning; consider what makes a satisfying and appropriate conclusion to a story.	Students will create their own short story that is organised effectively, uses a range of discourse markers, includes figurative language and ambitious vocabulary as well as accurate use of SPaG.	* How to write plan your writing before you begin. * How to use a range of ambitious vocabulary. * How to incorporate a range of techniques such as simile, metaphor and personification in your own writing. * How to use an incentive structure, with specific structural techniques. * How to use a range of sentence forms and lengths. * How to use a range of punctuation accurately.	Students to be able to produce a clear and coherent text; select vocabulary, grammar and structural/ organisational features judiciously to reflect audience and purpose; use language imaginatively and creatively; maintain a consistent point of view; create emotional impact using language and structure; use sentence structures for clarity, purpose and effect with accurate spelling and punctuation.	AQA Paper 1 Question 5.	Narrative; plot; atmosphere; imagery; symbolism; foreshadowing; dialogue; theme; point of view; conflict; setting; characterisation; climax; resolution; exposition; dynamic; static; protagonist; antagonist; symbolism; irony; perspective; omniscient.	Social - use a range of social skills in different contexts, Moral - understanding the consequences of actions; Spiritual - use imagination and creativity in learning; Cultural - participate in and respond positively to artistic, musical, sporting and cultural opportunities. Personal Development Themes: Conflict and resolution Cross-curricular Link: History, PSHE, Reading,

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.