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| Year 11 | **Topic: Revision of *A Taste of Honey*, Power and Conflict Poetry, *A Christmas Carol* and English Language Paper 1****Period:** Autumn 1 |
| **Overview of topic:**By this point Year 11 will have covered the majority of the GCSE content and should revise *A Taste of Honey* working towards completing and extended piece on the theme of prejudice. Students will then go onto revise some GCSE Anthology poetry and the process for approaching English Language Paper 1. Students will then revise *A Christmas Carol*. |
| **Key** **knowledge:**Theme of prejudice in *A Taste of Honey* by Shelagh Delaney.Knowledge of the form, structure, language and context of the following poems:‘War Photographer’ by Carol Ann Duffy‘Kamikaze’ by Beatrice Garland‘Charge of the Light Brigade’ by Alfred, Lord TennysonKnowledge of the content and requirements of, and successful approaches to, English Language Paper 1.Plot, characters and themes in *A Christmas Carol* by Charles Dickens.**Key vocabulary:**

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| **Tier 2** | **Tier 3** |
| **homophobia****prejudice****isolation****adultery****marginalisation****cohabitation****inequality****alienation****injustice****discrimination****chauvinistic** **pragmatic****feminism****privilege****ostracised****genteel****prosperous****corrupt****disparity****malignant****portentous** | **imperatives****monosyllabic****symbolism****pathetic fallacy****synthesis****analysis****critical evaluation****monologue****stanza****rhyme****rhythm****enjambment****caesura****direct address****alliteration****fact****opinion****rhetorical question****emotive language****statistics****triples** |

 | **Key skills:** English Language:AO1:Identify and interpret explicit and implicit information and ideas.Select and synthesise evidence from different texts.AO2:Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.AO3:Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.AO4:Evaluate texts critically and support this with appropriate textual references.AO5:Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.AO6:Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.English Literature:AO1:Read, understand and respond to texts. Students should be able to:Maintain a critical style and develop an informed personal response.Use textual references, including quotations, to support and illustrate interpretations.AO2:Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3:Show understanding of the relationships between texts and the contexts in which they were written.AO4:Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***-Revision opportunities.-MANACTCO Poetry performance (date tbc).-Theatre trips to see live performances of the play when possible.  | **Key reading skills taught: clarify, question, summarise, predict****Key texts: *A Taste of* Honey by Shelagh Delaney, AQA Power and Conflict Poetry Anthology, *A Christmas Carol* by Charles Dickens.****Wider Reading Opportunities/Links:**National curriculum: reading of whole books in depth, vocabulary and subject terminology, works from 19th century and poetry since 1789, making critical comparisons, use of textual evidence, evaluation and language analysis.Cross-curricular: the knowledge you gain will help you in subjects such as History, Geography, R.E. and Citizenship. |
| **How can I use this information at home?*** Conversation starters with your children to discuss their learning
* Support your child in carrying out independent research around the topic
* Visit your local library (or BorrowBox), museums, or other locations to explore the topic
* Promote books/other texts that explore this topic (see reading section)
* Help your child to learn the key vocabulary
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