

**English Curriculum Plan Year 11**  
**Hasmonean High School for Boys**

Within Key Stage 4, students follow courses for both English Literature and English Language, equating to two separate GCSEs at the end of Year 11. For both subjects, we follow the AQA exam board.

Each half term will be devoted to honing students' skills and developing their powerful knowledge in a particular area of each GCSE course. However, the transferrable nature of the skills and knowledge in each paper, as well as common themes and 'big ideas' discussed in each unit and text, enable teachers to frequently interleave key concepts and areas of knowledge meaning that students' study of English Language will support their study of English Literature and vice versa.

Within Year 11, students will continue to learn course content until the end of January. After this, we will focus on revision, interleaving the review of each area of the English GCSE courses. The focus for our revision programme will be informed by data from the Autumn term mock exams as well as any additional in-class assessments and adapted accordingly.



**Year 11 Term1 Part 1**

Till mid-October

4 lessons a week

**TOPIC: *An Inspector Calls* by JB Priestley**

**BIG QUESTION:** How does Priestley communicate ideas about people and society in his play through literary and dramatic devices?

**CORE LEARNING:**

Students will read the first core text for Literature Paper 2. We will explore the context surrounding the text's creation as well as analyse in depth the content and structure of the play.

- Morality play
- Socialism
- Capitalism
- Social responsibility
- Power & influence
- Class
- Inequality
- Prejudice
- Justice
- Dramatic irony
- Stage directions

### Key Concepts

- Reading, understanding and responding to texts and using textual references, including quotations to support and illustrate interpretations.
- Maintaining a critical style and developing an informed personal response.
- Analysing language, form and structure used by writers to create meanings and effects, using relevant subject terminology where appropriate.
- Showing an understanding of the relationships between texts and the contexts in which they were written.

### Why this?

J.B. Priestley's morality play, though first performed in 1945, still holds many relevant messages for audiences of today. By spotlighting the importance of social responsibility, the play encourages audiences to be more empathetic towards others and realise that their actions have a myriad of consequences for those around them.

### Why now?

Beginning Year 11 with Priestley's morality play *An Inspector Calls* allows students to draw on many of the ideas they have been exposed to in their studies up to and including Year 10; power, responsibility, hypocrisy and political commentary in literature. The play is set during 1912 which follows well from the Victorian context of *Dr Jekyll and Mr Hyde* and then leads onto the social issues of post war Britain; a period many of the students are familiar with from the poetry anthology and History. Although on the surface this play seems to be quite 'simple' to understand, the messages are hidden and will require a more mature and experienced student to fully appreciate Priestley's message and know how to write about it appropriately rather than either treating it as a story or a lecture. The students can use their prior knowledge of how to write an effective essay. When approaching this question in the exam the students will not have access to a copy or extract from the text so they will need to know it well and learn judiciously chosen pieces of evidence which will enhance their essays, consequently placing this text as their final set text studied for GCSE Literature allows the text to remain fresh in their memories.



### Year 11 Term 1 Part 2

Till end of October

**TOPIC: Language Paper 1: Explorations in creative reading and writing**

**BIG QUESTION:** How do writers of fiction use language and structure to convey meaning to their readers?

How can I craft my own writing in a clear, effective, imaginative way which is clearly suited to a specific purpose, audience and form?

### CORE LEARNING:

Students will continue to learn how to approach an unseen fiction text, analysing the writer's use of language and structure in order to convey meaning. They will also revise and consolidate approaches to questions 1-4 of the exam paper effectively.

Students will also learn how to craft their own narrative and descriptive texts. They will understand how to successfully plan and organise their writing as well as how to effectively use descriptive techniques to further convey meaning in their writing.

### Key Concepts

- Identifying and interpreting information and ideas.
- Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

- Evaluating texts critically and supporting this with appropriate textual references.
- Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organising information and ideas using structural and grammatical features to support coherence and cohesion of texts.
- Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

**Why this?**

A developed and confident understanding of how writers employ language and structure to convey meaning in their writing is vital for success across the English curriculum. Within this unit, students explore the effects of writers' methods which will in turn help them to become more confident, independent and critical readers. The skills gained in this unit will be invaluable when approaching their Literature papers as well as providing a solid grounding before they tackle Language Paper 2. Equally, the process of crafting their own pieces of fiction allows students to understand the process behind writing thus bolstering their awareness of how writers create meanings within their work.

By explicitly focusing on the technicalities of writing accurately and with effect, students' writing across the curriculum will be more impactful and precise.

**Why now?**

As the fiction element of the Language exam, Paper 1's content is highly transferrable to students' studies in Literature. The paper employs the same analytical skills and therefore effectively helps to support students' studies and build their skills and confidence at the start of their GCSE. Additionally, having analysed a wide range of writer's work and the methods they use to convey meaning, students are now well placed to understand how they can apply these techniques and ideas to their own writing, therefore crafting an even more effective piece of work.



**Year 11 Term 1 Part 3**

**Till December mocks**

**TOPIC: Language Paper 2: Writers' Viewpoints and Perspectives**

**BIG QUESTION:** How do writers of non-fiction use language and structure to convey meaning to their readers?

How can I craft my own writing in a clear, effective and engaging way which is clearly suited to a specific purpose, audience and form?

**CORE LEARNING:**

Students will learn how to approach unseen non-fiction texts, analysing the writer's use of language and structure in order to convey meaning. They will also learn how to approach questions 1-4 of the exam paper effectively. Students will learn how to craft their own non-fiction texts, including a range of purposes and forms. They will understand how to successfully plan and organise their writing as well as how to effectively use language techniques to further convey meaning in their writing.

**Key Concepts**

- Identifying and interpreting information and ideas.
- Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- Evaluating texts critically and supporting this with appropriate textual references.
- Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organising information and ideas using structural and grammatical features to support coherence and cohesion of texts.
- Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

**Why this?**

We want all of our students to be critical readers of the world around them, able to form their own opinions but also understand the different layers of meaning in texts they come across in later life. Consequently, this unit is of vital importance as it prompts students to explore how writers convey their viewpoints but also to analyse how writers influence and manipulate their readers.

Additionally, the writing section of this unit, prompts students to explore their own ideas and viewpoints on specific topics, an important skill which enables broader engagement with the world around them. Additionally, students in this section will be taught to write in specific transactional forms, a valuable skill for later life where writing a letter, article or speech are fundamental life skills.

**Why now?**

Having built up their confidence exploring the intricacies of language through the very familiar medium of fiction texts, students now move onto apply these ideas to the less familiar form of non-fiction. Equally, having analysed a wide range of writer's work and the methods they use to convey meaning, students are now well placed to understand how they can apply these techniques and ideas to their own writing, therefore crafting an even more effective piece of work.



**Year 11 Term 2 Part 1**

**Three weeks**

**TOPIC: Unseen Poetry**

**BIG QUESTION:** How do poets convey ideas and meaning within their work?

### **CORE LEARNING:**

This unit will explore a range of poems with diverse themes from different poets and periods. We will focus on providing students with the necessary skills to tackle unseen poems.

- Rhythm, rhyme & metre
- Form
- Sonnet
- Enjambment
- Stanza
- Caesura
- Couplet
- Line
- Refrain
- End-stopped line
- Semantic field
- Free verse

### **Key Concepts**

- Reading, understanding and responding to texts and using textual references, including quotations to support and illustrate interpretations
- Maintaining a critical style and developing an informed personal response.
- Analysing language, form and structure used by writers to create meanings and effects, using relevant subject terminology where appropriate
- Showing an understanding of the relationships between texts and the contexts in which they were written

### **Why this?**

Poetry is a core aspect of English Literature. We want our students to develop their confidence in exploring poetry in order to be more independent and effective readers of it. This unit on unseen poetry allows students to explore a wide range of poets, themes and ideas. In this sense, students can develop their appreciation of the poetic form in greater depth and is therefore a valuable aspect of the curriculum.

### **Why now?**

Having studied the 'Power and Conflict' cluster of poems in the AQA anthology, students already possess powerful knowledge which will support their more independent analysis of different poems. Additionally, the inclusion of unseen poetry at this point provides students with an even greater overview of the different ways that writers can convey meaning and ideas in their work, such an awareness is vital for success in literature and will also foster an even deeper appreciation of literature as a whole. Using

their knowledge from the Language papers, the students are also more familiar with how to tackle unseen texts and can also draw upon their knowledge of how writers and poets convey their messages through texts.



### **Revision and consolidation**

**Till May study leave Year 11**

**Lesson time to teacher's discretion**

Students will revise the key concepts of each text and the requirements of specific questions for each component.

Students will revise the key concepts required to successfully respond to each question across the two papers.

Students will be guided on how to make effective choices in exam conditions as to the questions they choose to answer for each section and the texts they choose to explore.

#### ***Why now? Why this?***

Having covered the course content, we will spend the remainder of the year revising each component both in terms of the powerful knowledge students need to be comfortable recalling as well as how to apply this knowledge effectively to specific exam questions. We will be interleaving students' revision in small 'chunks'. The 'chunks' will get smaller as we near the exam.

Given that students' grades are entirely dependent on their performance in the final exams, it is imperative that students have enough time to revise and cement each component of the exams. Additionally, by including revision from this point in the year, students have ample opportunity to practice their exam skills and showcase their application of knowledge.

