



English Year 11

	Term one	Term Two	Term Three	Term Four	Term Five
Week One	Contextual Knowledge <ul style="list-style-type: none"> • Watch Film • Key contextual knowledge about Shakespeare • How to write summary notes from textual information • Write summary notes about Elizabethan theatre • Quiz – Know your Shakespeare 	Introduce Speaking and Listening Plan Your Speech <ul style="list-style-type: none"> • How to plan a speech – modelled structure with exemplar content • Use a planning sheet to co-ordinate the research on a chosen topic • Assessment objectives as relating to the Speaking and Listening component • Building and practising a coherent speech • Delivery of speeches English Language Paper 2 <ul style="list-style-type: none"> • Identifying difference in techniques between fiction and non-fiction texts • Identify persuasive devices in non-fiction texts 	Introduction to Power and Conflict <ul style="list-style-type: none"> • Introduce scope and nature of the Poetry Cluster • Brief summary and overviews of the 15 poems • Summary of Assessment structure of Literature Paper 2 • Recap key poetic devices • White Town: identify techniques (AO1); explain the effect (AO2) Ozymandias <ul style="list-style-type: none"> • Consider the concepts of ‘power’ and ‘conflict’ • Describe how Ozymandias is presented in Shelley’s poem (AO1) • Explain the poet’s attitude to Ozymandias and the effects of power (AO2) • Evaluate the writer’s use of language and structure to emphasise meaning (AO2) • Consider the influence of context (AO3) London <ul style="list-style-type: none"> • Describe the way London is shown in London (AO1) • Explain Blake’s attitude to London and the effects of power (AO1) • Evaluate the use of language and structure to emphasise meaning (AO2) • Explore the relevance of context (AO3) 	English Language – Paper 1 Questions 1-2 <ul style="list-style-type: none"> • Find 4 things (Question 1) • Inference • Guided analysis • Find evidence to support a statement • How to structure a paragraph response • Guided structure for writing a Question 2 (8-mark) response 	English Language Paper 2 Section A (Reading): Development – Tourism [Part 3 Activities] <ul style="list-style-type: none"> • Identify implicit and explicit information • Analyse the effects of a writer’s choice of structural features • Compare ideas and perspectives in 2 texts (Q2) Developing skills [Part 5 Activities] <ul style="list-style-type: none"> • Summarising and analysing • Comparing 2 texts • Develop structure for analysis Reading Tasks – Section A (AO1-3) [Part 7 Activities] <ul style="list-style-type: none"> • Match techniques to evidence • Identify evidence of a writer’s perspective • Effect of language choices Analytical paragraphs (perspectives)
Week Two	The Prologue <ul style="list-style-type: none"> • Key terms: dramatic irony (recap) • Translate and explain the purpose and message of the Prologue • Link to context (AO3) • Identify words in the Prologue that relate to each major theme (AO1) 	Persuasive Writing (Speaking and Listening) <ul style="list-style-type: none"> • Develop different written perspectives in Paper 2 • Building persuasive arguments • Developing Counterarguments • Anecdotal openings 	Poppies <ul style="list-style-type: none"> • Describe the way the concepts of memory and loss are shown in Poppies (AO1) • Explain the poet’s attitude to loss and the effects of memory (AO1) 	English Language – Paper 1 (Question 3) <ul style="list-style-type: none"> • Identify structural devices • Using a tension graph to explore structure • Using a template to explore structural devices 	English Language Paper 2 continues Guided walkthrough of an exam-style structured pack (Example Material: Child Labour) <ul style="list-style-type: none"> • Q1 (identify 4 true statements)



	<ul style="list-style-type: none"> • Explain how the dialogue of the Prologue relates to the 2 major themes of the play (AO2) <p>Fight!</p> <ul style="list-style-type: none"> • Evaluate how Tybalt and Benvolio are presented. • Link to context 		<ul style="list-style-type: none"> • Evaluate the use of language and structure to emphasise meaning (AO2) • Explore the relevance of context (AO3) <p>War Photographer</p> <ul style="list-style-type: none"> • Describe the way the concepts of memory and loss are shown in War Photographer (AO1) • Explain the poet's attitude to loss and the effects of memory (AO1) • Evaluate the use of language and structure to emphasise meaning (AO2) • Explore the relevance of context (AO3) <p>Compare Poppies to War Photographer</p> <ul style="list-style-type: none"> • Describe the use of perspective in both Poppies and War Photographer • Explain similarities and differences between both poems • Assess how the poets establish different perspectives via language and structure 	<ul style="list-style-type: none"> • How to comment on the effect of structural devices <p>Responding to an extended question on structure in a fiction text</p>	<ul style="list-style-type: none"> • Q2 – Summarise key differences between 2 sources (gap-fill for a modelled summary) • Q2 – Extension work to explain and summarise • Q3 – Identify perspectives; find quotations; explain how language devices are being used to promote and persuade according to a point of view <p>Developing AO1 and AO2 (Question 4)</p> <ul style="list-style-type: none"> • Identify terminology (persuasive devices) • Provide evidence and explanations that compare the methods used by 2 distinct sources • Analysing and comparing 2 texts • Develop structure for analysis <p>Section B – Further development of writing skills</p> <ul style="list-style-type: none"> • Writing tasks (AO5 and AO6) • Imperative verbs • Modal verbs • Discourse markers • Formal letters
<p>Week Three</p>	<p>The Prince's Speech</p> <ul style="list-style-type: none"> • Recap Act 1, Scene 1 (AO1) • Consider the language the Prince uses to address his subjects after the street brawl (AO1) • Link to context <p>Lovesick</p> <ul style="list-style-type: none"> • Key term: Oxymoron • Explore a range of quotations that show how Romeo is presented at the beginning of the play • Translate a range of oxymoronic phrases that Romeo uses to describe his feelings (AO1) • Link to context <p>Matchmaking</p>	<p>Persuasive Writing (Speaking and Listening)</p> <ul style="list-style-type: none"> • Using DAFOREST to write exam style persuasive responses • Proofread for grammar (AO6) 	<p>Remains</p> <ul style="list-style-type: none"> • Describe the way the concepts of memory and war are shown in War Photographer (AO1) • Explain the poet's attitude to war and the effects of memory (AO1) • Evaluate the use of language and structure to emphasise meaning (AO2) • Explore the relevance of context (AO3) <p>Kamikaze</p> <ul style="list-style-type: none"> • Describe the way the concepts of memory and war are shown in Kamikaze (AO1) 	<p>English Language – Paper 1 (Question 4)</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of evaluating texts and writers' methods • Exploring Evaluation through Venn diagrams and tables • Create an effective plan and evaluative response • Answer a Question 4-style question, based on a statement on a known extract. 	<p>Language Paper 2 – Spotlight on Question 4</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of effective comparison of ideas, perspectives, and writers' methods • Create an effective plan and evaluative response <p>Language Paper 2 – Spotlight on Question 5</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of transactional/non-fiction writing • Create an effective transactional/non-fiction writing plan and response



	<ul style="list-style-type: none"> •Act 1, Scene 2 – show an understanding of the text (AO1) •Apply knowledge of context to the exchange between Paris and Lord Capulet (AO3) •Expectations of gender roles in Elizabethan England 		<ul style="list-style-type: none"> •Explain the poet’s attitude to war and the effects of memory (AO1) •Evaluate the use of language and structure to emphasise meaning (AO2) •Explore the relevance of context (AO3) <p>Compare Kamikaze to War Remains</p> <ul style="list-style-type: none"> •Describe the use of perspective in both Kamikaze and Remains •Explain similarities and differences between the 2 poems •Assess how the poets establish different perspectives via language and structure 		
<p>Week Four</p>	<p>Romeo Loves Juliet</p> <ul style="list-style-type: none"> •Use an extract to explain what Romeo’s speech in Act 1, Scene 5 tells us about his character (AO2) <p>Holy Love</p> <ul style="list-style-type: none"> •Religion in Elizabethan England (AO3) •Identify the controversial use of language in the exchange between Romeo and Juliet (Act 1, Scene 5) (AO1) <p>Juliet is the sun</p> <ul style="list-style-type: none"> •Recap the exchange between the Nurse and Juliet (Act 1, Scene 5) •Identify a range of language devices in Act 2, Scene 2 (AO1) •Explain how the theme of light vs dark is exemplified by using a metaphor to compare Juliet to the sun (AO2) 	<p>A Christmas Carol</p> <ul style="list-style-type: none"> •Complete mind-map while watching play •An Introduction to Scrooge Learning Objective(s): <ol style="list-style-type: none"> 1.Pupils will explore language and explain how Dickens creates Scrooge’s identity 2.Pupils will gain knowledge of the assessment criteria and understand how to structure a written response 	<p>The Emigree</p> <ul style="list-style-type: none"> •Describe the way the concepts of identity and the effects of memory are shown in The Emigree (AO1) •Explain the poet’s attitude to identity and memory (AO1) •Evaluate the use of language and structure to emphasise meaning (AO2) •Explore the relevance of context (AO3) <p>Tissue</p> <ul style="list-style-type: none"> •Describe the way the concepts of identity and the effects of memory are shown in Tissue (AO1) •Explain the poet’s attitude to identity and memory (AO1) •Evaluate the use of language and structure to emphasise meaning (AO2) •Explore the relevance of context (AO3) <p>Checking out me history</p> <ul style="list-style-type: none"> •Describe the way the concepts of identity and the power of man are shown in Checking out me history (AO1) 		<p>Power and Conflict</p> <ul style="list-style-type: none"> •Revision mat activities •Scaffolded examination-style questions



			<ul style="list-style-type: none"> • Explain the poet's attitude to identity and the power of man (AO1) • Evaluate the use of language and structure to emphasise meaning (AO2) • Explore the relevance of context (AO3) <p>My Last Duchess</p> <ul style="list-style-type: none"> • Describe the way the concepts of identity and the power of man are shown in My Last Duchess (AO1) • Explain the poet's attitude to identity and the power of man (AO1) • Evaluate the use of language and structure to emphasise meaning (AO2) • Explore the relevance of context (AO3) 		
Week Five	<p>Death in the city</p> <ul style="list-style-type: none"> • Identify the significance of the death of Mercutio (AO1) • Evaluate the Prince's decision for Romeo's fate (AO1) <p>Juliet realises Romeo's actions</p> <ul style="list-style-type: none"> • Explore the theme of light and darkness as presented in Act 3, Scene 5 • Find evidence of foreshadowing (AO1) <p>Capulet's Rage</p> <ul style="list-style-type: none"> • Identify a range of quotations that provide examples of Capulet's emotions in Act 3, Scene 5 (AO1) • Explain how the changing moods of Lord Capulet are presented (AO2) 	<p>Scrooge, Bob & Fred</p> <p>Learning Objective(s):</p> <ol style="list-style-type: none"> 1. Pupils will explore language and explain how Dickens contrasts Scrooge with Fred/Bob 2. Pupils will gain some insight into Dickens' background <p>Historical Context</p> <p>Learning Objective(s):</p> <ol style="list-style-type: none"> 1. Pupils will explore Scrooge's attitude to the poor 2. Pupils will gain some insight into Victorian society (historical context) <p>Marley's Chains and Warning</p> <p>Learning Objective(s):</p> <ol style="list-style-type: none"> 1. Pupils will explore Marley's arrival and purpose in the novella 2. Pupils will practise using PEE & analysing extracts 	<p>Storm on the island</p> <ul style="list-style-type: none"> • Describe the way the concepts of identity and the power of nature are shown in Storm on the Island (AO1) • Explain the poet's attitude to identity and the power of nature (AO1) • Evaluate the use of language and structure to emphasise meaning (AO2) • Explore the relevance of context (AO3) <p>Extract from The Prelude</p> <ul style="list-style-type: none"> • Describe the way the concepts of identity and the power of nature are shown in The Prelude (AO1) • Explain the poet's attitude to identity and the power of nature (AO1) • Evaluate the use of language and structure to emphasise meaning (AO2) 	<p>An Inspector Calls</p> <ul style="list-style-type: none"> • Watch movie version while completing interactive worksheet during viewing; pause for ongoing creation of character maps (quotes; presentation; morals; level of change; relationship to other characters, etc...) • Character revision profiles • Knowledge Recap • Does it matter if the Inspector is real? (AO1 recap) • Assess how far the identity of the Inspector matters • Using quotations assess and explain the extent to which each character has developed/refused to develop since the beginning of the play (AO1) • Use a quotation to explore and explain a significant moment of contrast (AO2) 	<p>Unseen Poetry</p> <ul style="list-style-type: none"> • Assessment structure • How to tackle Question 1 • Exemplar essay plan • How to tackle Question 2 • What to write about for structure, form, and language • Responding to AQA past questions



			<ul style="list-style-type: none"> •Explore the relevance of context (AO3) Compare Storm on the Island to The Prelude •Describe the use of perspective in both Storm on the Island and The Prelude •Explain similarities and differences between the 2 poems •Assess how the poets establish different perspectives via language and structure 		
<p>Week Six</p>	<p>Friar Lawrence’s Plans</p> <ul style="list-style-type: none"> •Translate Friar Lawrence’s plan for Juliet (AO1) •Identify quotes to show how Romeo felt about Rosaline and later, Juliet (AO1) •State what opportunity Friar Lawrence identifies by the marriage of Romeo and Juliet (Act 2, Scene 3) (AO1) •Identify the way that Friar Lawrence uses language to conciliate Romeo (Act 3, Scene 3) (AO1) <p>Juliet’s Soliloquy</p> <ul style="list-style-type: none"> •State the risks involved in the Friar’s plans for Juliet (AO1) •Explain how Shakespeare uses Juliet’s soliloquy in Act 4, Scene 3 to create anticipation <p>Romeo’s Death</p> <ul style="list-style-type: none"> •Explore Paris’ speech in Act 5, Scene 3 (AO1) •Explore Romeo’s speech at finding Juliet’s body (AO1) •Explain what Romeo’s speech reveals about his character (AO2) <p>Juliet’s Death</p> <ul style="list-style-type: none"> •Consider Juliet’s use of oxymoron when discovering Romeo’s body (AO1) •Compare Romeo and Juliet’s responses to each other’s deaths (AO1) 	<p>The Ghost of Christmas Past</p> <ol style="list-style-type: none"> 1.Pupils will empathise with Scrooge 2.Pupils will understand the character and function of Fezziwig <p>Belle & Sympathy for Scrooge/Turning point of Scrooge’s behaviour</p> <ol style="list-style-type: none"> 1.Pupils will be able to create a persuasive argument for a character <p>Ghost of Christmas Present and the Cratchit Family</p> <p>Pupils will understand the importance of the Ghost of Christmas Present</p> <p>Pupils will be able to relate the historical context (a Victorian Christmas) to the novella</p> <p>Pupils will understand the importance of the Cratchit family</p> <p>Pupils will engage with the theme of poverty</p>	<p>Charge of the Light Brigade</p> <ul style="list-style-type: none"> •Describe the way the concepts of war and conflict are shown in Charge of the Light Brigade (AO1) •Explain the poet’s attitude to war and conflict (AO1) •Evaluate the use of language and structure to emphasise meaning (AO2) •Explore the relevance of context (AO3) <p>Bayonet Charge</p> <ul style="list-style-type: none"> •Describe the way the concepts of war and conflict are shown in Bayonet Charge (AO1) •Explain the poet’s attitude to war and conflict (AO1) •Evaluate the use of language and structure to emphasise meaning (AO2) •Explore the relevance of context (AO3) <p>Exposure</p> <ul style="list-style-type: none"> •Describe the way the concepts of nature and war are shown in Exposure (AO1) •Explain the poet’s attitude to war and the power of nature (AO1) •Evaluate the use of language and structure to emphasise meaning (AO2) •Explore the relevance of context (AO3) 	<p>An Inspector Calls Revision workbook</p> <ul style="list-style-type: none"> •Structure of the exam paper: Literature Paper 2 (Modern Texts and Poetry) •Key themes and concepts – Community and Responsibility, Identity and Responsibility •Using the Inspector’s final speech: what language devices are being used (AO1) •Guided analysis of the effect of the use of language devices (AO2) •Context (AO3) – poverty in 20th century Britain •Summarise the characters’ responsibilities (AO1) and how the context influenced the ideas in the play (AO3) •Write analytical responses for a range of past exam papers 	



<p>Week Seven</p>	<p>The Theme of Fate</p> <ul style="list-style-type: none"> •Understand the role of fate in Elizabethan England (AO3) •Identify how a range of quotations from across the play foreshadow later events in the play (AO1, AO2) <p>The Theme of Conflict and Hate</p> <ul style="list-style-type: none"> •Recap all of the characters in the play that have died (AO1) •Identify how conflict is presented throughout the play (AO1) and how language has been used to present it (AO2) <p>The Theme of Love</p> <ul style="list-style-type: none"> •Recap the ways that various characters show love throughout the play (AO1) •Evaluate how Shakespeare has presented love in the play (AO2) <p>Assessment (exam style questions)</p>	<p>Ignorance & Want</p> <ol style="list-style-type: none"> 1.Pupils will understand the significance of Ignorance & Want 2.Pupils will gain a deeper understand of Dickens' moral message <p>Ghost of Christmas Yet to Come</p> <ol style="list-style-type: none"> 1.Pupils will explore the character of the Ghost of Christmas Yet To Come <p>Death & Consequences</p> <ol style="list-style-type: none"> 1.Pupils to explore the Christmas Ghosts <p>Scrooge's Redemption</p> <ol style="list-style-type: none"> 1.Pupils will begin to consider the transformation of Scrooge 2.Pupils will evaluate the structure of the novella 			
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