

Year 10 into 11:

During the Summer Term, students will have finished An Inspector Calls and their mock exams. In order to check students' understanding of these, there will be recall starters each lesson - our '5 a day' - that include reference to these, and multiple choice homework that will enable teachers to see where gaps in knowledge are. In order to check that students have caught up, we will be revisiting multiple choice quizzes, as well as practise essays as part of the exam preparation, and mock exams and specific homework tasks that review the poetry in detail.

Mock exams will be in November and in March of Y11 to assess progress across the key units of the course and to identify students for intervention.

[English] - Year 11 Unit Autumn 1 The Strange Case of Dr Jekyll and Mr Hyde				
What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain? ¹	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like? ²	<u>Implementation</u> How does this build on prior learning? ³	What additional resources are available?
A complete study of The Strange Case of Dr Jekyll and Mr Hyde, by Robert Louis Stevenson, in preparation for English Literature paper 1. Here, students will be required to explore an extract from the text and refer to the rest of the novel in their answer to an essay question.	Knowledge: Who the key characters are and their place within the mystery genre; the role of crime and the police, duality, class, the Industrial revolution and its position within London, Victorian society; a clear knowledge of the storyline and the order of events; and appreciation the genre of mystery fiction. Understanding: How the contextual factors influenced Stevenson's writing; how the storyline develops and which are the key moments of tension. Who the main characters are. How the use of metaphor and figurative language conveys attitudes and perspectives; how elements of the mystery genre add to the tension within the novel Skills: Exploding quotations to explore layers of meaning, identifying techniques used and why they are used (effects and impact created); SQuAD paragraphs of analyse to justify viewpoints and perspectives and analyse writer's intentions; Making links between theme or character development across the novel to consolidate ideas and perspectives on the novel; how to write a well-structured and argued essay; how to link from the extract to the novel as a whole	-The ability to structure an essay, focusing on how to construct an ARGUMENT in answer to the question -The ability to memorise key quotations and references and refer to specific places within the novel that link to the given extract -The confidence to formulate arguments and perspectives about Stevenson's intentions and views about Victorian society.	Year 7: Study of the Gothic and its conventions Year 8: Adventure and Tension: study of Victorian Literature extracts Year 7 – 9: novel study Analytical essays throughout year 7 – 9, SQUAD analysis and exploding quotations	Project Gutenberg links to different free versions ready for download: http://www.gutenberg.org/ebooks/2097

English – Y11 Autumn 2 Unseen Poetry (Lit Paper 2)

What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain? ¹	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like? ²	<u>Implementation</u> How does this build on prior learning? ³	What additional resources are available?
Study a range of poems applying analytical and comparative skills, to dissect and explore poetry.	<u>Knowledge:</u> poetry specific terminology; the content and meanings of each poem <u>Understanding</u> how to compare texts; how to critically approach a poem; how to apply poetry specific terminology; how to select appropriate comparisons <u>Skills</u> explain the connections between poems; analyse writers' methods (language and structure) and explain their effects; write SQUAD style analytical paragraphs to answer related questions; compare poems in a clear way; independently interpret and respond to poetry	Knowledge of the contents of each poem Ability to analyse poetry for intended meanings and/or effects Able to comment on methods, using poetry specific terminology to analyse language and structure Relevant and clear comparisons between poems Independently interpret and respond to poetry	Key Stage 3 SQUAD style paragraphs Year 8 War Poetry unit – knowledge of some relevant context, poets and terminology related to poetry Year 9 Poetry unit – knowledge of comparative essay writing, knowledge of some relevant context, poets and terminology related to poetry	Lead PowerPoint. AQA resources. CPG and Collins revision guides.

[English] - Year 11 Unit Spring Term Revision

What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain?	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like?	<u>Implementation</u> How does this build on prior learning?	Additional resources available?
Revision across previously learned and taught material to home in on key exam skills and responses, refining the quality of what is produced and consolidating the recall of knowledge and understanding to use it to best effect. <u>Areas covered:</u> Language Paper 1 – Reading Comprehension of Fiction text and Descriptive Creative Writing. Language Paper 2 – Reading Comprehension and comparison of Non-Fiction texts and Writing for a viewpoint Literature Paper 1 – Sign of the Four extract-based essay response and Macbeth extract-based essay response Literature Paper 2 – An Inspector Calls extract-based essay response, a Power and Conflict comparative essay response and an Unseen poetry essay response including and Unseen Comparison Use the Curriculum Summary Guides for each of these areas to support the revision of them too.	<u>Knowledge:</u> -what characters and themes are present within the texts and what they represent or signify -what structures and techniques writers use and why -what contextual factors or links influence the content of the texts or their messages -the structure and style of each exam question and paper, what is expected by the examiner, how the student needs to respond <u>Understanding:</u> -what writers’ intentions are and how they convey their messages -how language and structure is used to convey meaning and why (across the full range of texts) -how context influences meaning and message -how to craft sentences, punctuation, and vocabulary for effect -how to approach the needs of each paper and question for maximum effect <u>Skills:</u> -Exploding quotations to explore layers of meaning, identifying techniques used and why they are used (effects and impact created) - SQuAD paragraphs of analyse to justify viewpoints and perspectives and analyse writer’s intentions - Making links between theme or character development across the texts to consolidate your idea and perspectives on the play -Identifying and using techniques, vocabulary and structures in others writing and in your own - Constructing and formulating connections and comparisons between texts to build and consolidate viewpoints, perspectives and understanding	-The ability to structure an essay, focusing on how to construct and ARGUMENT in answer to the question across the different exam units -The ability to memorise key quotations and references across all the set texts -The confidence to formulate arguments and perspectives about writers’ intentions and what they wanted to achieve -The ability to compare and make connections across and between texts -Identifying and using key terms, vocabulary, and techniques confidently and being able to analyse why they are used and what impact or effect they have -Confidence and understanding of what each exam contains and requires	Links to previous learning: Year 7 – Novel; Shakespeare; Poetry Unit; Creative Writing Year 8 – Novel; Poetry; Year 9 – Powerful people; poetry; Novel; Writing for a Viewpoint Analytical essays throughout KS3 and KS4 and Creative Writing/Writing with a viewpoint Lead into future learning: KS5 – A Streetcar Named Desire, The Great Gatsby, The Importance of Being Earnest, Poetry through the Decades	-Knowledge Organisers -The texts -Media server versions -CPG revision guides -AQA home page -BBC Bitesize -SENCA learning -websites (particularly Mr Bruff revision youtube tutorials)

