

Year 11 - KS4 - English Curriculum Intent: Focussed Cycles

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Content	Worlds and Lives Poetry Anthology-AQA 2023 – making connections through a paired/grouped approach.		Fortnightly cycles focussing on each of the set texts and unseen poetry.		
Language Study	Fortnightly cycles focussing on ‘Explorations in creative writing & reading’ and ‘Writers’ viewpoints & perspectives’.		Fortnightly cycles focussing on ‘Explorations in creative writing & reading’ and ‘Writers’ viewpoints & perspectives’.		
Literary Studies	CORE READING SKILLS: analysing language, applying context, embedding literary theory into essays, considering more than one perspective, comparison.		<p style="text-align: center;">Threshold Concepts Knowledge:</p> <ul style="list-style-type: none"> Understanding the relationships between grammar and meaning. Understanding the effect of context, both on writers and readers. Understanding the need to use supporting evidence for ideas. An awareness of the ways in which language can affect readers. Understand how different ways of structuring text can produce different effects. Understanding that language can be analysed to reveal a variety of meanings. An awareness of the writer behind texts: what are their attitudes, viewpoints and intentions? Develop a personal response to the texts studied, along with developing reliable theories to compliment analysis. Understanding that characters, settings and plots are constructs. <p style="text-align: center;">Year 11 Fortnightly cycle structure:</p> <p>Lesson 1: 45 minutes teaching + 15 minutes planning</p> <p>Lesson 2: 45 minutes teaching + 15 minutes planning</p> <p>Lesson 3: 45 minutes teaching + 15 minutes planning</p> <p>Lesson 4: Independent writing of planned essay</p> <p>Lesson 5: Whole class feedback</p>		
Core Knowledge:					
Metaphor (how language is used to create meaning)	Analysing metaphors, extended metaphors, symbolism, motif.				
Story (the ways narratives are constructed)	Genre, intertextuality, voice and tone, speaker’s perspective.				
Argument (the knowledge needed to debate and persuade)	Thesis statements, summarising, selecting and embedding evidence, structuring arguments, comparison of key themes and ideas.				
Pattern (the way texts are organised)	Noticing patterns of language, beginnings + changes + endings, Volta, theme, metre, rhyme and rhythm.				
Grammar (making judgements about what has and can be communicated)	Form (Lyric, Sonnet, Free verse), enjambment and end-stopping, caesura, stanzas, word classes.				
Context (literary, historical, social, theoretical knowledge to understand the ways have been produced and received)	Literary: Romantic conventions, theory: feminism, displacement and diaspora, nature, power, destruction, connection.				
Writing: Composition and Rhetoric	CORE SKILLS: comparative essay, memorising key quotations and context. MAIN FOCUS OF SKILL: comparing the perspectives of two texts and organising material using factual detail.		CORE SKILLS: Focussed cycles of key exam written reponses. MAIN FOCUS OF SKILL: refining knowledge, skills, structures, timings and independence.		
Vocabulary	KEY TERMINOLOGY: context, language, structure, form, convention, Romanticism, imagery, harmony, equilibrium, sublime, destruction, preservation, metaphor, enjambment, juxtaposition, contrast, monotony, disillusionment, indifference.		KEY TERMINOLOGY: knowledge recall of all relevant GCSE terminology studied so far.		

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Spoken Language	Poem recital AIM: moving and motivating an audience.	Pedagogical session AIM: teaching peers.