

Year 11: Curriculum Intent

The English department aims to provide students with a challenging and diverse curriculum that embeds conceptual level thinking through our thematic approach. We are committed to inspiring our students to use their study of reading and writing as a stimulus to question the big ideas and societal issues in the world around them. The Yr 11 'Big Philosophical and Thematic' question is: 'How can stories of power and conflict help us to understand the world around us?'. For reading, students will study a range of non-fiction extracts, a Shakespeare play 'Macbeth' and a Power and Conflict poetry anthology, all which allow students to make intertextual links across the texts and consider how power and conflict are presented throughout. Students will understand how literary texts, throughout history, have universal themes of power and conflict and how they are designed to mirror real-world examples and highlight issues with abuse of power. Students will understand how themes in the texts impact all aspects of society, such as: social hierarchy; social class; inequality; sin; punishment and consequences; identity; tyranny. Students will therefore use their reading curriculum to question the world around them and explore how big ideas of power and conflict are prevalent today. For writing, students will study a range of non-fiction extracts to learn different genres, styles and conventions of non-fiction writing. Students will develop their implementation of the Aristotelian triad to incorporate a satirical tone, using the integration of extensive and ambitious vocabulary, persuasive devices and cohesive devices to create an effective balance between a powerful message and humour for effect. Students will draw on their reading curriculum to inspire their own writing.

Year 11 Essential Knowledge Summary

Schemata 1: Macbeth	Schemata 2: Language Paper 2 Non-fiction writing	Schemata 3: Language Paper 2 Reading
<p>Composite Knowledge: Pupils will gain a critical appreciation of how writers are influenced by social and historical contexts and use their plot and characters as constructs to convey an allegorical message.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none">Plot, character and themes of the textCharacteristics of a Shakespearean tragedy and a tragic heroPolitical context of lack Jacobean England and the Gunpowder PlotUnderstanding of the role and significant of the Great Chain of Being and Divine Right of KingsPatriarchal society <p>Procedural Knowledge:</p> <ul style="list-style-type: none">Understand how plot, characters and themes develop over the textIdentify well-chosen examples from across the textMake accurate and multiple inferences that explore the message of the playAccurately identify language or structural choicesAnalyse layers of meaning and alternative interpretationsJustify how the writer's characterisation, themes and plot are influenced by the context and how this reveals an allegorical message <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none">Concepts of power; conflict; tyranny; sin; punishment and consequences; religion; fate; supernatural; lies and deceit and betrayalRole of the genre of a Greek tragedy and a tragic heroThe importance to recognise the complexity of historical contexts and how we can learn from them in present day	<p>Composite Knowledge: Pupils will gain an understanding of how to use Aristotelian triad, language and structural features to articulate their opinions in non-fiction writing</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none">Identify conventions of an article, speech, blog post, online journalism and letterIdentify anaphora, imperative verbs, direct address, similes, metaphors and alliterationUse a full range of punctuation consistently and accuratelyUse a variety of sentence forms consistently accuratelyKnow how vocabulary and feature choices create specific effects <p>Procedural Knowledge:</p> <ul style="list-style-type: none">Manipulate vocabulary, punctuation, sentence structure and features to skilfully convey complex ideasApply genre conventions to incorporate satirical toneUse a range of cohesive devices, including an extended metaphor, to develop mature, convincing ideas.How to create varying tones suited to audience, purpose and genre <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none">Historical figures in journalism, including minority background writers recognised by writing accoladesThe role of non-fiction writing in exposing and sharing the truthDangers of social media and video games in society	<p>Composite Knowledge: Pupils will gain an understanding of how to elicit information from a fiction text, how to analyse a writer's language and structural choices and the effects these create, and how to synthesise and compare writers' viewpoints.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none">Identify conventions of an article, speech, blog post, online journalism and letterUnderstand and identify language devices: similes, metaphors, personification, alliteration, concrete nouns, abstract nouns, verbs, adverbs and adjectivesUnderstand and identify structural devices: change of tone; genre conventions linking to structure such as headlines, by-lines. <p>Procedural Knowledge:</p> <ul style="list-style-type: none">Identify well-chosen examples from across each textAccurately identify a range of language and structural devicesAnalyse layers of meaning and additional/alternative interpretationsMake specific and developed comparisons of writers' viewpoints <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none">The role of non-fiction writing in exposing and sharing the truthUniversal themes and topics across non-fiction writing across time

Schemata 4: Power and Conflict Poetry

<p>Composite Knowledge: Pupils will gain an understanding of poetic forms, structure and language devices and will consider how poets use these to convey their messages. Pupils will compare poets' viewpoints across time.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none">Identify language features such as similes, metaphors, imagery, semantic field, personification, alliteration, extended metaphors, symbolism and motifPoetic terminology: stanza; rhyme; rhythm; enjambment; caesuraPoetic forms: epic; ballad; dramatic monologueThemes and ideas across all 15 poems in the Power and Conflict clusterContextual factors relevant to all 15 poems in the Power and Conflict cluster <p>Procedural Knowledge:</p> <ul style="list-style-type: none">Articulate what poetic and language features suggest and what their effects areArticulate why poets choose specific forms and themes and how these reveal deeper meaningsJustify how poetry can contribute to our history and how poets mirror real-world issues and experiences <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none">Concepts of different types of power: tyranny; individual; war; mental; physical; controlConcepts of different types of conflict: war; internal; externalRole of poetry to communicate concepts and issues across history

Year 11 Final Composite Knowledge End Point

- The plot of all texts covered: A Christmas Carol; An Inspector Calls; Macbeth
- Themes and ideas in all 15 Power and Conflict poems
- Genre conventions of dystopian, noir and gothic writing
- Context of Jacobean, Victorian and Edwardian England
- Historical factors of the role of the supernatural in society; Great Chain of Being; Divine Right of Kings; Patriarchal society; socialism and capitalism; welfare state; Malthusian views
- Concepts/ideas of gender; consequence or punishment; class system; wealth gap; abuse of power; social and collective responsibility, the political spectrum
- Analyse language or structural choices across fiction and non-fiction texts and what they suggest, exploring their effects
- Articulate why writers develop plot, characters and themes over a text and how this reveals a deeper meaning
- Evaluate comparisons between writers' viewpoints across different time frames and contexts
- Make thoughtful connections between the concepts and their role in stories of power, conflict and social justice