

Subject: Year 11 English

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.

	Scheme 1: Macbeth	Scheme 2: Language Paper 2 Non-fiction writing	Scheme 3: Language Paper 2 Reading	Scheme 4: Power and Conflict Poetry
Acquire	Plot, character and themes of the text. Characteristics of a Shakespearean tragedy and a tragic hero. Political context of lack Jacobean England and the Gunpowder Plot. Understanding of the role and significant of the Great Chain of Being and Divine Right of Kings. Patriarchal society.	Identify conventions of an article, speech, blog post, online journalism and letter. Identify anaphora, imperative verbs, direct address, similes, metaphors and alliteration. Use a full range of punctuation consistently and accurately. Use a variety of sentence forms consistently accurately. Know how vocabulary and feature choices create specific effects.	Identify conventions of an article, speech, blog post, online journalism and letter. Understand and identify language devices: similes, metaphors, personification, alliteration, concrete nouns, abstract nouns, verbs, adverbs and adjectives. Understand and identify structural devices: change of tone; genre conventions linking to structure such as headlines, by-lines.	Identify language features such as similes, metaphors, imagery, semantic field, personification, alliteration, extended metaphors, symbolism and motif. Poetic terminology: stanza; rhyme; rhythm; enjambment; caesura. Poetic forms: epic; ballad; dramatic monologue. Themes and ideas across all 15 poems in the Power and Conflict cluster. Contextual factors relevant to all 15 poems in the Power and Conflict cluster.
Apply	Understand how plot, characters and themes develop over the text.	Manipulate vocabulary, punctuation, sentence structure and	Identify well-chosen examples from across each text.	Articulate what poetic and language features suggest and what their effects are.

	<p>Identify well-chosen examples from across the text.</p> <p>Make accurate and multiple inferences that explore the message of the play.</p> <p>Accurately identify language or structural choices.</p> <p>Analyse layers of meaning and alternative interpretations.</p> <p>Justify how the writer's characterisation, themes and plot are influenced by the context and how this reveals an allegorical message.</p>	<p>features to skilfully convey complex ideas.</p> <p>Apply genre conventions to incorporate satirical tone.</p> <p>Use a range of cohesive devices, including an extended metaphor, to develop mature, convincing ideas.</p> <p>How to create varying tones suited to audience, purpose and genre.</p>	<p>Accurately identify a range of language and structural devices.</p> <p>Analyse layers of meaning and additional/alternative interpretations.</p> <p>Make specific and developed comparisons of writers' viewpoints.</p>	<p>Articulate why poets choose specific forms and themes and how these reveal deeper meanings.</p> <p>Justify how poetry can contribute to our history and how poets mirror real-world issues and experiences .</p>
Vocabulary	<p>Hamartia</p> <p>Hubris</p> <p>Patriarchal</p> <p>Catharsis</p> <p>Tyranny</p> <p>Subversion</p> <p>Regicide</p>	<p>Sensationalist</p> <p>Detrimental</p> <p>Unethical</p> <p>Exploitative</p> <p>Beneficial</p> <p>Integral</p>	<p>Perspective</p> <p>Synthesis</p> <p>Evaluation</p> <p>Retrieval</p>	<p>Stanza</p> <p>Rhyme</p> <p>Rhythm</p> <p>Monologue</p> <p>Couplet</p> <p>Volta</p>
Assessment	<p>Essay to assess analysis and justification of writer's choices.</p> <p>Literature Paper 1.</p>	<p>Non-fiction writing piece.</p> <p>Language Paper 2 Section B.</p>	<p>Retrieval, synthesis, analysis and comparison questions.</p> <p>Language Paper 2 Section A.</p>	<p>Essay to assess comparisons of poems and analysis of methods.</p> <p>Literature Paper 2.</p>

