

Year 11

Half Term	What do students learn?	Justification Why is this knowledge taught here? How does this build on prior learning within the year and across years?	Key Terminology:	Threshold Concepts	Reading, vocabulary and oracy	Assessment	Curriculum Knowledge and Catholic Social Teaching
1	Students will study Macbeth by William Shakespeare in preparation for GCSE English Literature, Paper 1, Section A, (Shakespeare play.)	The Year 11 curriculum focuses on the more challenging Literature Paper 1 texts, (starting with the Shakespeare play).as students will have developed and consolidated their skills in reading and interpretation and analysis throughout the course of Year 10 Students will build on their understanding of Shakespeare's dramatic methods and the genre of tragedy that they acquired from their study of Romeo and Juliet in Key Stage 3.	Chiasmus Extended metaphor Fatal flaw Hubris Iambic pentameter Proleptic irony Rhyming couplets Soliloquy Stichomythia Trochaic Tetrameter	Understand how Shakespeare uses the dramatic form of tragedy to explore ideas about order and kingship Understand how the context and setting of medieval Scotland are used to provide a comment on contemporary Jacobean society and concepts such as the divine right of kings Understand how language, structure and form are used	Desolate Grotesque Morality Macabre Malevolent Regicide Sacrilegious Taboo Tyrant Visceral	Interim assessment 1: How is Macbeth's conscience explored in the play? (Extract from Act 1 Scene 7.) Interim assessment 2: How are the witches presented as a malign force in the play? (Extract from Act 4, Scene 1.)	Human Dignity Common Good

		In Year 12, A Level English Literature students will build on the knowledge they acquire of the dramatic form of tragedy in their study of Othello.		to explore the themes of ambition and guilt as well as ideas about gender and the supernatural		End of unit assessment: How is the theme of guilt presented? (Extract from Act 5, Scene 1, Lady Macbeth.)	
2	Students will finish the poems from from the AQA 'Worlds and Lives' cluster in preparation for GCSE English Literature Paper 2 Section B	Students at the end of Year 10 had an introductory scheme of learning on responding to previously unseen poetry- students then apply this approach further to the first eight poems from the scheme of learning in the 'Love and Relationships' anthology. Students explore ideas about female experience in poems from the Love and Relationships anthology, including the oppression of women in Victorian society in The Farmer's Bride and Porphyria's Lover. This	Figurative Language Symbolism Sensory Imagery Pathetic Fallacy Iambic Tetrameter Dactylic Metre Dramatic Monologue Direct Address Semantic Field Metaphor Juxtaposition Lyric Poem Stanza Enjambment Quatrain Personification Simile	Understand how writers use the poetic form to explore ideas about love Understand how language, structure and form are used to explore the themes of power and control as well as ideas about heartbreak Understand how context (the writers lived experience) shapes the meanings and ideas conveyed in the poems	Tier Two Vocabulary: Affectionate Melancholic Admiration Ambiguous Romanticised AO1: Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and	Paper 2 Section B: Compare how poets present troubled relationships in Neutral Tones and one other poem from 'Love and Relationships.' PPE Paper 2 • AIC • Poetry Anthology • Unseen Poetry	Common Good Solidarity Care for Creation

		builds on their knowledge of patriarchal society from their study of Macbeth and An Inspector Calls Students will explore ideas about the importance of human relationships by looking at how different kinds of relationships are presented, including romantic relationships, family relationships, friendships and broken relationships ideas explored in a variety of texts studied at KS3 (Romeo and Juliet, The Other Side of Truth and The Crucible.)	Extended Metaphor Repetition Antithesis Juxtaposition Dialect Refrain		structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written.		
3	Students will study Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson in preparation for GCSE English Literature, Paper 1, Section B, (19th Century Novel.)	Due to the more challenging nature of nineteenth century novels (with their more formal diction, convoluted sentence structures, etc), Dr. Jekyll and Mr. Hyde is the final component to be studied,	Analepsis Comparative adjectives Denouement	Understand how language, structure and form, (in particular aspects of the novel form, such as narrative voice) are used to explore the themes	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support	Interim assessment 1: Specimen 1: How does Stevenson present Mr Hyde as a frightening	Option for the Poor Human Dignity

		as students will have had the opportunity to develop and refine their interpretative skills during their GCSE studies. Students will build on their understanding of the novel form from their study of prose texts in Key Stage 3. Students will also apply their knowledge of the Gothic genre from their study of the Gothic in Year 9. A Level English Literature students will also develop their understanding of the novel form in their study of Harvest in Year 12	Epistolary form Figurative language Formal register Gothic protagonist Limited perspective Narrative voice Present participle verbs Symbolism	of morality and the 'divided self.' Understand how Stevenson is influenced by the social and historical context of Victorian society, including conventional attitudes towards morality and the influence of religion Understand how Stevenson uses elements of the Gothic genre to create intrigue and suspense	and illustrate interpretations AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate AO3: Show understanding of the relationships between texts and the contexts in which they were written, (20%) Tier Two vocabulary: Atavistic Civilised Darwinism	figure, (extract from Chapter 2) Interim Assessment 2: Specimen 2: How does Stevenson use settings to create mystery and fear? (extract from Chapter 2) End of unit assessment: How does Stevenson present Henry Jekyll as a divided figure? (extract from Chapter 10)	
--	--	---	--	---	--	--	--

4	Revision						
5	Exams						
6	Exams						