

Jesmond Park Academy, English Long Term Plan

Year 11 Topics

In year 11 we teach the following modules over the course of the year. Each module draws on prior learning from KS3 and builds on understanding from the KS3 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4.

Topic	Rationale	Knowledge Acquisition	Key Vocabulary	Core English Skills	Enrichment
(HT1) 'An Inspector Calls' and Conflict Poetry	Students will be able to use their prior knowledge of the Edwardian context and previous analysis of drama texts at KS3 to understand and critically evaluate 'AIC'. Links can be made back to 'ACC' when we consider how far society has really changed from the 19 th century to 1912/1945 and the present day. Key themes such as the abuse of power by Scrooge and Birling link the texts. Students will be able to make an informed personal response to the text. Students will continue their journey of the poetry anthology study by focusing on two poems closely related to conflict and the individuals' experience of it – closely aligned with their study of morality in An Inspector Calls.	- How setting contributes to theme. - How language aids characterisation. - Morality play. - Structural devices – specific to the construct of a play – dramatic and retrospective irony. - Language analysis – close word level analysis of specific sections and devices used. 1900 - 1945 contextual ideas including: 'Socialism & Capitalism', 'Class Politics' & 'The Role of Women in Society'.	- Social responsibility - Bourgeoisie - Morality - Socialism - Capitalism - Inequality - Privilege - Exploitation	- Recall key aspects of the play/ quotations to support / demonstrate holistic understanding of story (A01) - Explain, analyse, critique writer's use of method / technique, device (A02) - Analyse how writer intends to influence readers / audiences to achieve his desired effect (A02) - Explain, analyse, critique writer's use of structural features throughout the play and evaluate the intended effect (A02) - Use appropriate subject terminology when evaluating techniques / devices (A02) - Link analysis to contextual details surrounding the time period and author's wider intentions (A03)	
(HT2) English Language Paper 2: Reading and Writing	Students will continue from their study of English Language Paper 2, Section B and their spoken language endorsements. Here students will explore extracts, in an exam-style, to familiarise themselves with the unseen element of the English Language exams. Students will build on their knowledge from rhetoric in Year 9 also, to explore the real intentions behind	- Unseen extract analysis - Exam timings with each question - How writers will have varying perspectives dependent on the time period of their writing. - Close language and structural analysis of sources. - Understanding of form, audience and purpose when	- Contrastingly - Similarly - Subtle - Attitude 1st/3rd person perspective - Infer - Implore - Anecdote	- Identify and interpret information from unseen sources, both explicitly and implicitly. (A01) - Select and recall appropriate text references to support ideas (A01) - Identify / discuss the similarities / differences between two sources by analysing writers' use of language and structural devices. (A02)	

	why writers may feel differently about a topic, depending on the contexts of their writing.	writing to persuade or inform.		- Consider how we can use the subject terminology learned to analyse texts. (A02) - Compare and contrast both the viewpoints and attitudes of the writers alongside their use of language and structure (A03) - Evaluate unseen texts critically (A04) - Communicate clearly and consider the correct form, audience and purpose when writing (A05) - Organise information and ideas using structural and grammatical features (A06)	
(HT3) Identity Poems and Unseen Poetry	Students will complete the final part of their anthology: poems about identity and belonging. Students will continue to consider how to compare them, ready for English Literature Paper 2. Students will also explore unseen poetry, considering how to identify and analyse language and structure when faced with unseen examples. Students will draw upon their knowledge from KS3 and the previous anthology poems in KS4.	- Understanding poetic form and structure - Analysing poems, considering how conflict and power are presented within them - Making comparisons between language, structure and writers' intentions in anthology poetry. - Planning and writing comparisons, using writing frames and thinking maps. - Exploring unseen examples of poetry - Revising poetic techniques.	- Identity - Belonging - Extended metaphor - Disillusioned - Nostalgia - Rhyme scheme - Repetition - Empower	- Select and recall appropriate text references to support ideas (A01) - Identify / discuss the similarities / differences between two poems by analysing poets use of language and structural devices. (A02) - Analyse, explain, comment on, compare and critique how poets use particular language devices and evaluate their effectiveness – how do they influence a reader? (A02) - Analyse, explain, comment on, compare and critique how poets use particular structural devices and evaluate their effectiveness – how do they influence a reader / poet's message (A02) - Identify / recall / use appropriate subject terminology when evaluating devices (A02) - Evaluate poets message explored in the poem and link to contextual	

				knowledge (A03)	
(HT4 & 5) Language and Literature Revision	In the run up to the GCSE exams students will revise all key content in this half term on rotation to ensure that vital content is secure and students have a solid understanding of the requirements of each exam and section.				