



Chellaston Academy

English	Year 11 GCSE English Literature Curriculum
Intent <p>We aim to deliver a Year 11 GCSE English literature curriculum which is accessible to all students, irrespective of starting points, where students will thrive on their love of learning. Students will build confidence and demonstrate an ability to evaluate the world around them through examining a range of literary and non-literary texts. We will provide opportunities for an enriched understanding and appreciation of our literary heritage and cultural diversity. This should lead to a respect for all through a deeper compassion and empathy with different identities. Through exposure to different texts, students will develop a critical mindset which will engender an appreciation of the wider world and learning outside of English.</p>	
Implementation <p>We want to develop independent learners; students will discover how to establish a personal line of enquiry and how to equip themselves with the skills which build resilience. We will give students the opportunity to work on their own, in pairs and in groups. We expect students to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in their development as readers and writers, ensuring learning is differentiated to enable all students to make excellent progress. Clear and precise communication skills are important to us and will become more refined as students grow in confidence. We will use agreed pedagogy to help students craft their responses to texts and become fluent readers. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be developed through retrieval practice and knowledge organisers.</p>	
Impact <p>A strong grasp of English will enable students to succeed in later life and we envisage them having a thorough understanding of how the curriculum links to potential future careers. We will enable our students to be the best versions of themselves through understanding and appreciating differences in others. Regular assessments will take place in Year 11 to check on students' progress. These will identify where students are experiencing success and where the curriculum may need to be adjusted. Students will move into year 12 (or their next chosen pathway) as more confident readers and writers who have made good progress towards their end of key stage academic targets.</p>	
Links to prior learning <p>The Year 11 English literature curriculum builds on the skills learned in KS3 English by consolidating and reinforcing contextual knowledge for Dickens and Priestley (from the pre 19th century work) and Shakespeare (from the villains schemes in year 8 and 9) and in year 10. In addition to this, students recall knowledge from the canon scheme in year 7 where they will draw on literary links and deepen their understanding of contextual factors. Students will develop their understanding of characterisation and plot and will continue to show their analytical skills through an exploration of the writer's purpose. The use of academic verbs will be broadened to allow for a more nuanced and sophisticated examination. Some students will continue to develop their PETAL skills whereas others will branch away from this formulaic structure in order to allow for a more fluid approach to analysis. At this stage in the course, students have covered nearly all of the examination content, so this year allows for them to secure that knowledge and to build on their skills for academic writing.</p>	
Links to future learning <p>The Year 11 English literature curriculum builds on and enhances the learning from year 10. Students will have explored all of the set texts throughout Year 10 so that in Year 11, their analysis can be deepened, and their essay writing skills can be refined. Students will become accustomed to spaced retrieval activities throughout the two-year course so that knowledge can be embedded while skills are being developed. The set texts range from 19th Century Literature to 21st century literature and this allows for students to be exposed to a breadth of texts. This links across the wider curriculum as students will be engaging with a range of texts in History and they are able to make contextual links across the subjects. Should students wish to study English literature at A Level, they have begun to look at different genres and contexts in readiness. Students will develop their essay writing skills and begin to make comparisons and evaluations across texts in order to spot patterns.</p>	

Links to other subjects and the wider curriculum

The Year 11 English literature curriculum links to other subjects through developing a broad awareness and understanding of the wider curriculum. Development of literacy will support the study of other text-based subjects. Study of historical novels and world texts will support an understanding of chronology and appreciation of different countries and cultures. We will build on written skills and oracy through all schemes of work and encourage students to critically question and interpret information available to them.

Topics

<p><u>Autumn 1 – Knowledge Retrieval: An Inspector Calls (Paper 2 Section A 4 weeks) Unseen Poetry and Comparison (Paper 2 Section C 3 weeks)</u></p>			
<p>Reading Structure Language Exploration of form Context Links</p>	<p>Academic Writing PETAL development Academic verb choices</p>	<p>Home Learning</p> <p>Knowledge organisers to embed content from the relevant texts.</p> <p>Revision activities on linked quotations</p> <p>Quotation Drills</p> <p>Bitesize for wider contextual links</p> <p>AudioPi</p>	
<p>Learning content: Students begin with a knowledge retrieval period of four weeks to review and secure learning of An Inspector Calls. This text was taught at the end of Year 9 and then students revisited it throughout year 10. Students will demonstrate their knowledge through a range of revision tasks and there will be opportunities to develop skills through essay writing and planning for a range of responses.</p> <p>Students will then be exposed to a range of linked poems where they will work more independently on meanings and representations. Metacognitive strategies will be explored as students learn to track their way through an unseen text and will use reciprocal reading strands to approach the ‘unknown’. Students begin with a knowledge retrieval period of two weeks to review and secure learning of An Inspector Calls. This text was taught at the end of year 9 and the revision time will focus on a key character or theme. Students will demonstrate their knowledge through a range of revision tasks and there will be opportunities to develop skills. Students will look for similarities and differences in how methods are applied and will be taught how to write about this concisely and with precision. Links will be made to the GCSE English Language examination – Paper 2 Question 2</p> <p>Students will need to revisit Macbeth as they stopped their learning half way through. They will return to the knowledge retrieval on An Inspector Calls as this has been a heavy focus of lockdown learning and face-to-face teaching and students appear to be quite confident with it. Students are at different stages with Macbeth so this will need to be carefully monitored. Some completed the reading and can do revision activities and essay writing whereas others need to learn Act 4 and Act 5.</p>			
<p>Assessment Analytical paragraphs on An Inspector Calls. GCSE style examination questions on the Unseen Poetry and Comparison.</p>			
<p>Wider curriculum</p>			
<p>Literacy Independent revision Language/word analysis Confidence Awareness of audience Organisation</p>	<p>Numeracy Charts for plotting Page, scene, act references Plot graph Surveys Frequencies</p>	<p>British Values Understanding laws Democracy Individual liberty Understanding societal systems</p>	<p>Employability Reading skills Writing in standard English Effective vocab Communication</p>
<p>SMSC Questioning morality Challenging attitudes Investigating ethical issues Considering punishment and justice Working with peers</p>	<p>Cultural Capital Historical fiction Current affairs Appreciation for notable works of fiction throughout history Contexts</p>	<p>Character Education Independence Resilience Responding to criticism Desire to improve Self-reflection Leadership</p>	<p>Personal Development Confidence Empathy Being proactive Time management Decision making Respect for self</p>

<p>Autumn 2 – Knowledge Retrieval: Power and Conflict Poetry (Paper 2 Section B 3 weeks) PPE Preparation: Paper 2</p>			
<p>Reading Structure Language Exploration of form Context Links</p>		<p>Writing PETAL development Academic verb choices</p>	
<p>Home Learning</p> <p>Knowledge organisers to embed content from the relevant texts.</p> <p>Revision activities on linked quotations</p> <p>Quotation Drills</p> <p>Bitesize for wider contextual links</p> <p>AudioPi</p>			
<p>Learning Content: Students will spend three weeks on creating detailed plans to show their understanding of the linked themes across the fifteen poems. If any remaining poems need to be taught, this is the time to do so but they are no longer taught in isolation. Students should be exposed to thinking across poems and not seeing them as a stand-alone poems with individual themes and language features.</p> <p>Once the PPE is done and staff are marking it, students should be working on their knowledge retrieval practices. Subject teachers will encourage planning a core component and different methods continue to be modelled.</p> <p>Detailed PPE feedback and DIRT to follow.</p>			
<p>Assessment Paper 2 full PPE: An Inspector Calls, Power and Conflict Poetry, Unseen Poetry</p>			
<p>Wider curriculum</p>			
<p>Literacy Reading/writing skills Understanding form and structure Understanding implicit and explicit ideas</p>	<p>Numeracy Charts for plotting Counting beats and syllables Word frequency Surveys Venn diagrams</p>	<p>British Values Respect Tolerance Rule of law Individual liberty</p>	<p>Employability Research skills Critical thinking and application Information retrieval Knowledge application</p>
<p>SMSC Explore different beliefs and experiences Reflecting Appreciate diverse viewpoints</p>	<p>Cultural Capital Historical fiction and context Classist society Current affairs Notable poets</p>	<p>Character Education Understanding Confidence (oracy) Developing critical opinion Exploring emotional reaction to language</p>	<p>Personal Development Moral conscience Integrity Worldly understanding Positive relationships Ability to rationalise</p>

Spring 1 – Knowledge Retrieval: A Christmas Carol (Paper 1 Section B 2 weeks) Macbeth (Paper 1 Section A 2 weeks) WTMs

Reading

Structure
Language
Exploration of form
Context
Links

Writing

PETAL development
Academic verb choices
Evaluation and verb choices

Home Learning

Research tasks to explore social, economic and personal values between the 19th and 20th Century.

Learning Content:

Students revise themes and character analysis for the texts on paper 1. Subject teachers will know the areas of need and these will form the focus. Students will experience the WTMs and follow up work to this will then take place. Modelling is key from now on and students will be able to link modelled paragraphs to the mark scheme to ascertain how to achieve a certain band.

Planning will continue as a taught component and students will draw on revision techniques to start to allow for a form of blended learning between school and home.

Knowledge organisers to embed content from the relevant texts.

Revision activities on linked quotations

Quotation Drills

Bitesize for wider contextual links

AudioPi

Assessment Low stakes quizzing. WTM

Wider curriculum

Literacy	Numeracy	British Values	Employability
Reading/writing skills Language change Language/word analysis Comprehension Academic verbs	Use of T-Bar comparison charts Venn diagrams Plot structure Iambic pentameter	Societal progression Monarchy Societal changes Tolerance of others' beliefs and viewpoints	Forming opinions Selecting and synthesising information Planning Time management
SMSC	Cultural Capital	Character Education	Personal Development
Gender stereotypes Critical reading Creating own opinion Adaptability Differing viewpoints	Awareness of changes in society and culture Attitudes towards gender Roles of a monarch Religion vs supernatural	Widening and shaping values Desire to learn Debating Challenging ideas Initiative	Forming opinions Confidence Resilience Time management Managing stress

Spring 2 – Paper 1 PPE Preparation

Reading

Structure
Language
Exploration of form
Context
Links

Writing

PETAL development
Academic verb choices
Evaluation and verb choices

Home Learning

Knowledge organisers to embed content from the relevant texts.

<p>Learning Content: Students build on their knowledge and skills drive from the WTM and complete their PPE. Subject teachers will address any potential areas of need for students and a personalised approach will be key. Detailed feedback will be given, and DIRT will feature as a way of ensuring development.</p>	<p>Revision activities on linked quotations</p> <p>Quotation Drills</p> <p>Bitesize for wider contextual links</p> <p>AudioPi</p>
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Assessment PPE Paper 1: Macbeth and A Christmas Carol

Wider curriculum

<p>Literacy Reading/writing skills Language change Language/word analysis Comprehension Academic verbs</p>	<p>Numeracy Tension graphs Character graphs Iambic pentameter Rhyming couplets Plot structure</p>	<p>British Values Grasp of law and expectations of society Education Societal change Tolerance and respect</p>	<p>Employability Written communication Time management Using initiative Critical thinking Study skills</p>
<p>SMSC Explore and form opinions Caring for vulnerable Family values Creating own viewpoint</p>	<p>Cultural Capital Awareness of influences in society Education and religion Exposure to high level texts</p>	<p>Character Education Creating a strong opinion and identity Active listening Working effectively as team</p>	<p>Personal Development Listening to and valuing others Confidence Empathy</p>

<p>Summer 1 – Bespoke, personalised teaching across the two papers.</p> <table border="0"> <tr> <td data-bbox="124 1167 598 1377"> <p>Reading Structure Language Exploration of form Context Links and Comparisons</p> </td> <td data-bbox="614 1167 1142 1301"> <p>Writing PETAL development Academic verb choices Evaluation and verb choices</p> </td> </tr> </table> <p>Learning Content: Students will be given this time to be taught bespoke and tailored revision with their class teacher in preparation for their final examinations. Students will build their examination skills to answer questions on theme and/or character. They will need to show their knowledge of the texts and also of subject terminology and the impact of this.</p>	<p>Reading Structure Language Exploration of form Context Links and Comparisons</p>	<p>Writing PETAL development Academic verb choices Evaluation and verb choices</p>	<p>Home Learning Individual class teachers will set revision tasks as appropriate to support learning.</p> <p>This can include past papers, model writing, quizzes via firefly and pre-selected YouTube videos.</p>
<p>Reading Structure Language Exploration of form Context Links and Comparisons</p>	<p>Writing PETAL development Academic verb choices Evaluation and verb choices</p>		

Assessment GCSE Examinations: Paper 1 and Paper 2

Wider curriculum

<p>Literacy Reading strategies Writing strategies Academic verbs Using and analysing effective language</p>	<p>Numeracy Preparing for timed conditions Comparison tables Plot/character/tension graphs</p>	<p>British Values Tolerance and respect for others' viewpoints Understanding the law Democracy Societal change</p>	<p>Employability Independence Revision Resilience Using standard English Comprehension skills</p>
<p>SMSC Morality Being creative Being ethical Listening to others</p>	<p>Cultural Capital Understanding society Historical contexts Key people Exposure to high level texts</p>	<p>Character Education Desire to improve Responding to feedback Working with others Growth mindset</p>	<p>Personal Development Independent revision Confidence Empathy Showing respect</p>

Summer 2 –			Home Learning
Reading	Writing		
Learning Content:			
Assessment			
Wider curriculum			
Literacy	Numeracy	British Values	Employability
SMSC	Cultural Capital	Character Education	Personal Development