

English Literature – Year 11 Curriculum Map

| Content (Intent) | Links to prior learning | Skills and Assessment (Implementation) | Expected Learning Outcomes (Impact) |
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| Term 1 Unseen Poetry <ul style="list-style-type: none"> Conventions of Poetry. Poetry terminology. Writers' methods. Analytical vocabulary. Strategies for deconstructing poems. Analytical writing. Comparative analysis. | <ul style="list-style-type: none"> Consolidate and build on knowledge of poetry, writers' methods and how to analyse poems developed in KS3 and Year 10. | <ul style="list-style-type: none"> Formative assessment: GCSE exam question. Formal summative assessment: Year 11 Mock Exam: GCSE English Literature Paper 2 (Beginning of Term 2). | <ul style="list-style-type: none"> To demonstrate a nuanced understanding of meanings are conveyed in poems and how writers have shaped these meanings. To demonstrate ability to convey a nuanced argument supported by perceptive analysis of judiciously chosen evidence with clarity. |
| Terms 2 and 3 Pre-20th Century Text: <i>A Christmas Carol</i> <ul style="list-style-type: none"> Victorian social and historical context. Key concepts pertaining to the text, including: <ul style="list-style-type: none"> Poverty Compassion Redemption Writers' methods. Analytical vocabulary. Analytical writing. | <ul style="list-style-type: none"> Consolidate and build on knowledge of the life, times, and works of Charles Dickens developed in KS3. Consolidate and build on knowledge of writers' methods and how to analyse texts developed in KS3 and Terms 1 and 2. | <ul style="list-style-type: none"> Formative assessment: analytical paragraphs analysing the text. Formal summative assessment: GCSE exam question. | <ul style="list-style-type: none"> To demonstrate a nuanced understanding of meanings conveyed in <i>A Christmas Carol</i>, how Dickens has shaped these meanings, and how they relate to the social and historical contexts of the novella. To demonstrate ability to convey a nuanced argument supported by perceptive analysis of judiciously chosen evidence with clarity. |

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| <p>Terms 4 and 5 Revision of Knowledge and Skills Required for GCSE English Language Paper 2</p> <ul style="list-style-type: none">• An Inspector Calls• Macbeth• AQA Power and Conflict Poetry Anthology• Unseen Poetry• Relevant social and historical contexts.• Writers' methods.• Analytical vocabulary.• Analytical writing.• Comparative analysis. | <ul style="list-style-type: none">• Consolidate and build on knowledge of texts developed in Years 10 and 11• Consolidate and build on knowledge of writers' methods and how to analyse texts developed in Years 10 and 11. | <ul style="list-style-type: none">• Formative assessments at the discretion of the teacher based on the needs of their students. | <ul style="list-style-type: none">• To demonstrate a nuanced understanding of meanings conveyed in texts, how the respective writers have shaped these meanings, and how they relate to the relevant social and historical contexts of the respective texts.• To demonstrate ability to convey a nuanced argument supported by perceptive analysis of judiciously chosen evidence with clarity. |
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