

## Curriculum Overview

English Year 11

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>
<u>Topic</u>	<b>English Language Component 2 Section A</b>  English Language Reading and Analysing 19 <sup>th</sup> Century and 21 <sup>st</sup> Century Non-Fiction – Section A	<b>Component 2 Section B</b> English Language Writing Non-Fiction - Section B  <b>Mock Exam Revision</b>	<b>Component 1 Section A and B</b> English Language Reading and Analysing 20 <sup>th</sup> Century Prose – Section A  <b>Component 3</b> –Spoken Language Study (Preparation for, and completion of, individual presentation)	<b>Component 1 and Component 2 Revision</b>	<b>Final Exam Revision</b>  Revision of both paper Component 1 Reading/ Writing Prose revision AO1, AO2, AO4, AO5, AO6 Component 2 Reading/ Writing Non-fiction Revision AO1, AO2, AO3, AO4, AO5, AO6	EXAM TIMETABLE



<p><b><u>Knowledge and Skills</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Finding and retrieving</b> information from a text through <b>skimming</b> and <b>scanning</b>.</li> <li>• Identifying <b>appropriate</b> textual <b>evidence</b>.</li> <li>• <b>Annotating</b> a text effectively.</li> <li>• <b>Tracking</b> a text <b>methodically</b>.</li> <li>• <b>Commenting</b> on the <b>connotations</b> of words.</li> <li>• <b>Constructing</b> a language <b>analysis</b> response by using PEAL.</li> <li>• <b>Evaluating</b> how a writer structures and organises their ideas to create effects.</li> <li>• <b>Synthesising</b> information from two texts.</li> <li>• <b>Summarising</b> the main ideas in a text.</li> </ul>	<p>Improving understanding of:</p> <ul style="list-style-type: none"> <li>• Purpose, audience, format and tone</li> <li>• How to <b>organise</b> and <b>structure</b> a <b>non-fiction</b> text</li> <li>• Use of <b>vocabulary</b> and <b>techniques</b> to develop points of <b>view/ argument</b> etc.</li> <li>• Using <b>sentence structures</b> and <b>punctuation</b> for effect.</li> <li>• The conventions of <b>narrative writing</b>.</li> <li>• Successful <b>planning</b></li> </ul>	<p>Improving understanding of:</p> <ul style="list-style-type: none"> <li>• Exploring <b>explicit</b> and <b>implicit</b> meaning</li> <li>• <b>Select</b> precise evidence/ information and techniques</li> <li>• Commenting, explaining and analysing the <b>craft of the writer</b></li> <li>• Making <b>evaluative judgements</b> on texts</li> </ul>	<p>Improving understanding of the features of <b>narrative writing</b> such as:</p> <ul style="list-style-type: none"> <li>• Opening/ endings</li> <li>• Plot/ characterisation</li> <li>• Developing tension/ pace</li> <li>• Appropriate narrative devices</li> </ul> <p>Include opportunities for:</p> <ul style="list-style-type: none"> <li>• developing accurate grammar, spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Working under timed conditions</li> </ul> <p>Improving understanding of all skills and knowledge covered in HT1-4</p>	<p>EXAM TIMETABLE</p>
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	<ul style="list-style-type: none"><li>• Making <b>comparisons</b> between two texts.</li></ul>					
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Assessment Opportunities (F&S)	<b>Mid-Term – Q2 (language analysis)</b> <b>Summative – Q4 (Evaluation) and Q6 (Comparison)</b>	Mid-Term- One piece of transactional writing. Summative -Mock Exam	Mid-Term- Q2 (Language Analysis) and Q5 (Evaluation) Summative– Narrative story	Mid-Term – Teacher to decide task Summative- Mock Exams	Past papers in timed conditions	EXAM TIMETABLE
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CEIAG	<p>Understanding the power of language and effect of language choices is key to roles in the media.</p>	<p>Competent communication skills and delivery of a speech, public speaker, teacher</p>	<p>Competent communication skills, writer, journalist and editor. Using skills such as working under timed conditions and meeting deadlines helps in careers such as teaching and management.</p>	<p>Competent communication skills, author, teacher.</p>	<p>Good English Language is vital as competent communication skills are required all areas of work.</p>	<p>EXAM TIMETABLE</p>
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Cultural Capital	Visiting different places in the world through the medium of written text.	Communicate with local journalists regarding article writing.	Author visit or watch online interviews with authors.	Share ideas with other class sets with regards to what works for them/ sharing good practise of the exam.	Talk with previous students about their experience with GCSEs and revision. Interview style techniques. Hot seat students and explore hopes and dreams/ worries and concerns for the examination.	EXAM TIMETABLE
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Cross-Curricular Links	History: different places in society and time periods.	-Good communication, speaking and listening skills and ability to write in different formats link across all subjects.	- Photography pupils could provide photo stimulus for narrative stories.	-Empathy towards others -Wider understanding of language - Imagination development	- Communication and speaking and listening skills link across all subjects.	EXAM TIMETABLE
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