

Subject: English Year 11 Curriculum Map 2023-2024			
Terms	Topics covered and core knowledge and skills	Links to careers	Links to the Knowledge organiser and other additional resources
HT1-2	<p>English Language exam preparation</p> <p>Students will know:</p> <ul style="list-style-type: none"> The format and requirements of the English Language examination papers. <p>Students will know and be able to apply these words:</p> <ul style="list-style-type: none"> Key vocabulary from the Year 10 curriculum. <p>Students will be able to apply the following reading skills:</p> <ul style="list-style-type: none"> Skills outlined in the Year 10 curriculum. Application of these skills to unseen prose texts – fiction and non-fiction. <p>Students will be able to apply the following English Language skills:</p> <ul style="list-style-type: none"> Identifying and interpreting information (AO1) Language and structure analysis (AO2) Comparing how writers convey ideas (AO3) Critical evaluation (AO4) Using language for effect and organising writing (AO5) Written accuracy and variety (AO6) <p><i>Mock examinations in English Language: November 2023.</i></p>	<p>Why Bother: Writing to Analyse</p> <p>Careers and skills in English</p>	
HT3	<p>Revision and recap of Year 10, and Unseen Poetry</p> <p>Students will know:</p> <ul style="list-style-type: none"> Core knowledge from the Y10 Literature curriculum. <p>Students will know and be able to apply these words:</p> <ul style="list-style-type: none"> Key vocabulary from the Year 10 curriculum. <p>Students will be able to apply the following reading skills:</p> <ul style="list-style-type: none"> Skills outlined in the Year 10 curriculum. Application of these skills to unseen poetry texts. <p><i>Mock examinations in English Literature: January 2024.</i></p>	<p>Why Bother: Characters</p> <p>Why Bother: Vocabulary</p> <p>Why Bother: Writing to Analyse</p> <p>Why Bother: Atmosphere and Setting</p> <p>Why Bother: Understanding Rhythm</p> <p>Careers and skills in English</p>	

HT3-4	<p>Shakespeare: <i>Romeo and Juliet</i></p> <p>Students will know:</p> <ul style="list-style-type: none"> • Shakespeare’s intentions within the play. • The Elizabethan context of the play, particularly that it was a patriarchal society. • The plot of the play. • The characterisation of the main characters in the play: Romeo, Juliet, Lord Capulet, Friar Laurence, Mercutio, Tybalt, Benvolio, the Prince, Paris, the servants and the Nurse. They will be able to link these characters to the writer’s intentions and support these links with references to the play. • The methods Shakespeare uses to convey his intentions, particularly through the characters he creates. <p>Students will know and be able to apply these words:</p> <ul style="list-style-type: none"> • assertive • bawdy • benevolent • conflict • demure • devotion • dramatic irony • fate • foreshadowing • free will • hamartia • honour • idolise • impetuous • inevitable • infatuation • irascible • juxtaposition • melodramatic • obsession • obstacle • oppressive • patriarchy • predetermination • prologue • quixotic • soliloquy • staging • submissive • subversion 	<p>Why Bother: Characters</p> <p>Why Bother: Sentences</p> <p>Why Bother: Vocabulary</p> <p>Why Bother: Grammar</p> <p>Why Bother: Writing to Analyse</p> <p>Why Bother: Atmosphere and Setting</p> <p>Why Bother: Drama</p> <p>Why Bother: Preparing and Drafting</p> <p>Why Bother: Punctuation</p> <p>Why Bother: Understanding Rhythm</p> <p>Why Bother: Writing to Analyse</p> <p>Careers and skills in English</p>	

	<ul style="list-style-type: none"> tension tragedy tragic hero virility <p>Students will be able to apply the following reading skills:</p> <ul style="list-style-type: none"> Introduce textual details (including quotations and references) to support their ideas. [AO1] Analyse the writer’s use of language and its effects (e.g. word choices, metaphor, command). [AO2] Analyse the writer’s use of dramatic features and their effects (e.g. staging, dramatic irony, soliloquy). [AO2] Analyse the writer’s use of structural features and their effects (e.g. juxtaposition, foreshadowing, motif). [AO2] Evaluate the text critically, supported with textual references. [AO1] Link Shakespeare’s choices to his intentions when analysing. [AO3] Create a thesis in response to a task. [AO1] Support a thesis with a structured response. [AO1] 		
HT4-6	<p>Revision and exam preparation</p> <p>Students will know:</p> <ul style="list-style-type: none"> Core knowledge from the KS4 curriculum. <p>Students will know and be able to apply these words:</p> <ul style="list-style-type: none"> Key vocabulary from the KS4 curriculum. <p>Students will be able to apply the following reading skills:</p> <ul style="list-style-type: none"> Skills outlined throughout the KS4 curriculum. <p><i>GCSE examinations in May and June 2024.</i></p>	<p>Why Bother: Sentences</p> <p>Why Bother: Speaking</p> <p>Why Bother: Vocabulary</p> <p>Why Bother: Grammar</p> <p>Why Bother: Debating and Arguing</p> <p>Why Bother: Non-fiction</p> <p>Why Bother: Preparing and Drafting</p> <p>Why Bother: Punctuation</p>	

		Why Bother: Spelling Why Bother: Tone and Style Why Bother: Writing to Advise Why Bother: Writing to Analyse Careers and skills in English	
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