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| Subject: English Year 11 Curriculum Map 2024-2025 |
| Terms | **Topics covered** and **core knowledge and skills** | Links to careers | Links to the Knowledge organiser and other additional resources |
| HT1 | **Willy Russell: *Blood Brothers*****Students will know:*** Russell’s intentions within the play.
* The context of the play, particularly class inequality in industrial northern areas of England.
* The plot of the play.
* The characterisation of the main characters in the play: Mickey, Edward, Mrs Johnstone, Mrs Lyons, Linda, the Narrator, Sammy. They will be able to link these characters to the writer’s intentions and support these links with references to the play.
* The methods Russell uses to convey his intentions, including through the characters he creates.

**Students will know and be able to apply these words:*** anagnorisis
* aspiration
* conform
* cynical / cynicism
* dialect
* domestic
* fate
* hegemony
* mirroring
* nature
* non-standard English
* nurture
* opportunity
* peripeteia
* privilege
* prop
* recession
* socialisation
* social class
* social mobility
* status
* stereotype
* stigma
* superstition
* trivialise
* vulnerability

**Students will be able to apply the following reading skills:*** Introduce textual details (quotations and references) to support ideas. [AO1]
* Analyse the writer’s use of language and its effects. [AO2]
* Analyse the writer’s use of dramatic features and their effects. [AO2]
* Analyse the writer’s use of structural features and their effects. [AO2]
* Evaluate the text critically, supported with textual references. [AO1]
* Link Russell’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]
 | [Why Bother: Characters](https://www.youtube.com/watch?v=Sdm6O1PfebY&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=14)[Why Bother: Sentences](https://www.youtube.com/watch?v=g6f13j8Ipag)[Why Bother: Vocabulary](https://www.youtube.com/watch?v=sqVX64LEwwA&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=15)[Why Bother: Grammar](https://www.youtube.com/watch?v=FopE-24cxFg&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=12)[Why Bother: Writing to Analyse](https://www.youtube.com/watch?v=AwCxHCZb4Go)[Why Bother: Atmosphere and Setting](https://www.youtube.com/watch?v=2HGCi2TB_wo&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=6)[Why Bother: Drama](https://www.youtube.com/watch?v=_GXtXeMlDro)[Why Bother: Preparing and Drafting](https://www.youtube.com/watch?v=dMXLsz3C9Ok)[Why Bother: Punctuation](https://www.youtube.com/watch?v=NAKllcz-wL8&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=11)[Why Bother: Understanding Rhythm](https://www.youtube.com/watch?v=7bUcrC0vX0U&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=7)[Why Bother: Writing to Analyse](https://www.youtube.com/watch?v=AwCxHCZb4Go)[Careers and skills in English](https://resources.careersandenterprise.co.uk/sites/default/files/2021-01/1438_My%20Learning%20My%20Future_English_inspiration%20guide_012021.pdf) |  |
| HT1 | **Poetry: *Power and Conflict*** *(Cluster 3)***Students will know:*** The poets’ ideas and the methods they use to convey them (including relevant textual details) in each poem from the cluster:

*Remains, War Photographer, Bayonet Charge, Exposure, The Charge of the Light Brigade, Poppies, The Emigrée, Kamikaze, Checking Out Me History, London, My Last Duchess, Ozymandias, Tissue, Extract from The Prelude,* and *Storm on the Island.***Students will know and be able to apply these words:*** brutal
* desensitised
* duty
* enjambment
* free verse
* futility
* honour
* hubris
* indoctrination
* inescapable
* internal conflict
* juxtaposition
* metaphor
* monologue
* obedience
* patriotism
* personification
* refrain
* rhyme
* rhythm
* semantic field of
* stanza
* symbol
* transient
* trauma

**Students will be able to apply the following reading skills:*** Introduce textual details (including quotations and references) to support their ideas. [AO1]
* Analyse writers’ uses of language and its effects (e.g. word choices, metaphor, command). [AO2]
* Analyse the writer’s use of poetic features and their effects (e.g. free verse, sonnet, caesura, enjambment, monologue). [AO2]
* Analyse the writer’s use of structural features and their effects (e.g. juxtaposition). [AO2]
* Evaluate the text critically, supported with textual references. [AO1]
* Link poets’ choices to their intentions when analysing. [AO3]
* Create a comparative thesis in response to a task. [AO1]
* Support a thesis with a structured response. [AO1]

**Students will be able to apply the following English Language skills:*** Effective viewpoint writing {AO5 – P2Q5)
* Accurate viewpoint writing {AO6 – P2Q5)

**During this term, students also prepare and deliver their GCSE Spoken Language Assessments.** | [Why Bother: Characters](https://www.youtube.com/watch?v=Sdm6O1PfebY&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=14)[Why Bother: Sentences](https://www.youtube.com/watch?v=g6f13j8Ipag)[Why Bother: Speaking](https://www.youtube.com/watch?v=zL5mrYb-M08&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=8)[Why Bother: Vocabulary](https://www.youtube.com/watch?v=sqVX64LEwwA&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=15)[Why Bother: Grammar](https://www.youtube.com/watch?v=FopE-24cxFg&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=12)[Why Bother: Writing to Analyse](https://www.youtube.com/watch?v=AwCxHCZb4Go)[Why Bother: Atmosphere and Setting](https://www.youtube.com/watch?v=2HGCi2TB_wo&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=6)[Why Bother: Dialect and Slang](https://www.youtube.com/watch?v=LnqFIc-9fKE&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=5)[Why Bother: Preparing and Drafting](https://www.youtube.com/watch?v=dMXLsz3C9Ok)[Why Bother: Punctuation](https://www.youtube.com/watch?v=NAKllcz-wL8&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=11)[Why Bother: Spelling](https://www.youtube.com/watch?v=XKzHrKihHgw&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=9)[Why Bother: Tone and Style](https://www.youtube.com/watch?v=X_H-0WiVODY&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=3)[Why Bother: Understanding Rhythm](https://www.youtube.com/watch?v=7bUcrC0vX0U&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=7)[Careers and skills in English](https://resources.careersandenterprise.co.uk/sites/default/files/2021-01/1438_My%20Learning%20My%20Future_English_inspiration%20guide_012021.pdf) |  |
| HT1-2 | **English Language exam preparation****Students will know:*** The format and requirements of the English Language examination papers.

**Students will know and be able to apply these words:*** Key vocabulary from the Year 10 curriculum.

**Students will be able to apply the following reading skills:*** Skills outlined in the Year 10 curriculum.
* Application of these skills to unseen prose texts – fiction and non-fiction.

**Students will be able to apply the following English Language skills:*** 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)

*Mock examinations in English Language: October and November 2024.* | [Why Bother: Writing to Analyse](https://www.youtube.com/watch?v=AwCxHCZb4Go)[Careers and skills in English](https://resources.careersandenterprise.co.uk/sites/default/files/2021-01/1438_My%20Learning%20My%20Future_English_inspiration%20guide_012021.pdf) |  |
| HT3-6 | **Revision and exam preparation****Students will know:*** Core knowledge from the KS4 curriculum.

**Students will know and be able to apply these words:*** Key vocabulary from the KS4 curriculum.

**Students will be able to apply the following reading skills:*** Skills outlined throughout the KS4 curriculum.

***Mock examinations in February 2025******GCSE examinations in May and June 2025.*** | [Why Bother: Sentences](https://www.youtube.com/watch?v=g6f13j8Ipag)[Why Bother: Speaking](https://www.youtube.com/watch?v=zL5mrYb-M08&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=8)[Why Bother: Vocabulary](https://www.youtube.com/watch?v=sqVX64LEwwA&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=15)[Why Bother: Grammar](https://www.youtube.com/watch?v=FopE-24cxFg&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=12)[Why Bother: Debating and Arguing](https://www.youtube.com/watch?v=a6KkPrus6Q4&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=2)[Why Bother: Non-fiction](https://www.youtube.com/watch?v=tgRJ9-iQ0uo)[Why Bother: Preparing and Drafting](https://www.youtube.com/watch?v=dMXLsz3C9Ok)[Why Bother: Punctuation](https://www.youtube.com/watch?v=NAKllcz-wL8&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=11)[Why Bother: Spelling](https://www.youtube.com/watch?v=XKzHrKihHgw&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=9)[Why Bother: Tone and Style](https://www.youtube.com/watch?v=X_H-0WiVODY&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=3)[Why Bother: Writing to Advise](https://www.youtube.com/watch?v=V-l5A7NZjhs)[Why Bother: Writing to Analyse](https://www.youtube.com/watch?v=AwCxHCZb4Go)[Careers and skills in English](https://resources.careersandenterprise.co.uk/sites/default/files/2021-01/1438_My%20Learning%20My%20Future_English_inspiration%20guide_012021.pdf) |  |