



Curriculum Overview

Year 11 – English 2021-2022

Rationale for Year 11 English

At the beginning of Year 11, students will begin their formal studies of English Language Paper 1: namely, 19th Century unseen texts Section A and Imaginative Writing Section B. They are exposed to a range of short stories that will help them to develop their own writing practices; they are taught to plan specifically using traditional narrative structures, and how to adapt and edit plans to engage readers. In addition, students are taught how to approach Q1-4 on the English Language reading paper using a range of effective strategies. A selection of unseen 19th Century extracts are used to help build students' confidence with the context, genre and styles of writing from the period. Alongside their studies of English Language Paper 1 in term 1, students will also study the Unseen Poetry section of the English Literature Paper 2 qualification. In term 2, students will study RL Stevenson's 'Dr Jekyll and Mr Hyde', fully preparing them for the English Literature Paper 2 qualification. Alongside this, students will revise the previously studied English Literature Paper 2 Conflict Poetry through interleaved starter activities and homework tasks. Students will then study English Language Paper 2 in its entirety: namely, 20/21st Century Non-Fiction and Transactional Writing. Students will practise applying their comprehension skills to a range of modern non-fiction texts from a variety of relevant genres, purposes and forms. Using effective strategies, students will be taught how to approach and answer Q1-7b on the English Language reading paper. Time management and exam technique is explicitly taught and practised in order to develop students' confidence with the reading section of the examination paper. Students are also taught how to use the conventions of non-fiction writing as appropriate to form, purpose and style, in addition to writing with structure and accuracy. Planning is taught, as is the skill of proof-reading, checking and editing post-writing. During their studies of Language Paper 2, students will also revise their core literary texts. 'Macbeth' and 'An Inspector Calls' (Literature Paper 1) are the key foci. Homework is planned to be entirely focused on revision of the Literature texts and preparing for practice questions, involving a range of tasks intentionally designed to trigger memory and knowledge. Finally, students will return to revise English Language Paper 1. Students will also complete their revision of 'The Strange Case of Dr. Jekyll and Mr Hyde' for English Literature Paper 2 in addition to Conflict Poetry.

What will students learn and why?

In terms one and five, students will study English Language Paper 1: namely, 19th Century unseen texts and Imaginative Writing. They are exposed to a range of short stories that will help them to develop their own writing practices; they are taught to plan specifically using traditional narrative structures, and how to adapt and edit plans to engage readers. In addition, students are taught how to approach Q1-4 on the English Language reading paper using a range of effective strategies. A selection of unseen 19th Century extracts are used to help build students' confidence with the context, genre and styles of writing from the period. Alongside their studies of English Language paper 1 in term 1, students will also study for the Unseen Poetry section of the English Literature Paper 2 qualification. In term 2, students will study 'The Strange Case of Dr. Jekyll and Mr Hyde' from English Literature Paper 2 Section A. During their studies of this pinnacle 19th Century text, students will revise their understanding of relevant Victorian contexts, including the text's origins, the Industrial Revolution, social anxieties, scientific and theological conflicts and Victorian London. This fascinating novella allows students an insight into the genre of the Gothic, mystery and horror, and early detective fiction. In addition to exploring characterisation, themes, narrative structures and contexts, students learn how to analyse language, form and structure through regular analysis and evaluation of extracts. Through reading the text in its entirety, students learn to construct an essay, responding to whole-text questions which help them to build their skills for the examination.

In terms three and four, students will study English Language Paper 2 in its entirety: namely, 20/21st Century Non-Fiction and Transactional Writing. Students will practise applying their comprehension skills to a range of modern non-fiction texts from a variety of relevant genres, purposes and forms. Using effective strategies, students will be taught how to approach and answer Q1-7b on the English Language reading paper. Time management and exam technique is explicitly taught and practised in order to develop students' confidence with the reading section of the examination paper. Students are also taught how to use the conventions of non-fiction writing as appropriate to form, purpose and style, in addition to writing with structure and accuracy. Planning is taught, as is the skill of proofreading, checking and editing post-writing. Revision of the core literary texts takes place from term 3: 'Macbeth is the key focus of revision in term 3, and 'An Inspector Calls' in term 4. In term 5, students revise 'The Strange Case of Dr. Jekyll and Mr Hyde' alongside Conflict Poetry. Homework is planned to be entirely focused on revision of the Literature texts and preparing for practice questions, involving a range of tasks intentionally designed to trigger memory and knowledge. Five lessons a fortnight will be divided between the four key aspects of the English Language papers: 19th Century unseen literary texts; Imaginative Writing; Contemporary Non-Fiction texts and Transactional Writing.

How will students learn?

Students will develop a deeper understanding of topics by interleaving skills and providing more time to explore and digest the content of each unit. As most of the literary texts have been taught in detail in Year 10, fortnightly lessons from term 3 onwards are focused on revision of the texts and applying learning and knowledge. English Language, a key qualification for employers, is given the proportional time it requires for good teaching and learning in Year 11. This has been carefully considered to ensure that students make better progress in reading and writing: the primary functional skills needed for employment and further study. A key part of students' learning in English is through the use and application of knowledge organisers. Knowledge organisers are provided for every assessed topic as a revision resource of the minimum required knowledge and students are tested on this in class. Teaching techniques such as retrieval, modelling and elaboration will be used to improve the understanding and encoding of information into the long-term memory. Low stakes testing in the form of vocabulary tests are used every term to expand their vocabulary and improve their confidence. Finally, weekly revision lessons are offered to all students in Year 11 from January of the year they are due to complete their GCSE examinations.

How will students be assessed?

In year 11, students are formally assessed (summative assessment) at the end of each unit through a formal mock examination. These formal assessments are graded against the GCSE mark scheme to give students an understanding of how they are progressing against their target grade. Students will also sit regular practice questions; teachers will provide whole-class feedback on each of these assessments rather than formative marks and grades to build students' confidence with exam-style questions. At the beginning of the unit, teachers will provide directed support towards these practice questions, culminating in an entirely unseen formative assessment at the end of the unit of study. Teachers will always remind students of the requirements of the examination through assessment preparation lessons. Assessment for learning lessons are a crucial component of the English curriculum and teachers spend substantial dedicated time to deliver quality feedback to the class to enable them to progress. Students will benefit from the experience of self and peer assessment each term.

What is the aim for learners by the end of the year in comparison to the previous year?

The disruption caused by the pandemic has resulted in two sections of the English Literature examinations moving into the Year 11 syllabus. Year 11 is designed to interleave the English Language curriculum with English Literature revision, fortnightly practice questions and feedback sessions. By developing the routines centred around exam practice, students will make better progress in their studies, consolidate their knowledge and learning and improve their examination technique. Low-stakes testing of knowledge organiser material and vocabulary tests continues to be crucial to our curriculum.