



Curriculum Map

Subject: English

Year Group: 11

Time Period	Autumn Term	Spring Term	Summer Term
Content	<ul style="list-style-type: none"> An Inspector Calls Language Paper 1- Reading and Writing Poetry Revision 	<ul style="list-style-type: none"> Jekyll and Hyde Romeo and Juliet Language Paper 2- Reading and writing Mock Exam preparation 	<ul style="list-style-type: none"> Love and Relationships Poetry and unseen Poetry DIRT mock exams
Skills Literature	<p>Students will demonstrate an ability to</p> <ul style="list-style-type: none"> Provide a close analysis of dramatic language and techniques Identify and evaluate structural decisions and their effect on the progression of the narrative Elaborate on thematic elements by focussing on connecting moments within the text Identify characters as symbols Identify text form and evaluate its conventions or subversions of conventions for effect Use a wider range of vocabulary to speak about writer's craft and construction Focus on how historical context have helped to inform the messages within the text 	<p>Students will demonstrate an ability to:</p> <ul style="list-style-type: none"> Provide a close analysis of 19th Century language devices Provide a close analysis of Shapearian language features and their effect both on modern and Elizabethan audiences Identify and evaluate the genre and type of text and discuss how adhering or subverting these expectations create intrigue Focus on how historical and textual context have helped to shape the text Comment on authors message and intentions, using historical context to support analysis 	<p>Students will demonstrate an ability to:</p> <ul style="list-style-type: none"> Demonstrate both literal and inferential comprehension of a range of poems Identify and explain language and structural features of poetry and their effect and impact on different readers Distinguish between what is stated explicitly and what is implied. Develop an awareness and evaluation of shades of meaning Explain motivation behind poems, and messages portrayed, using contextual information Explore alternative meanings and abstract concepts explored within in the poems Compare meaning, imagery, language, emotion and structural choices between two texts Identify common themes to make educated comparisons
Skills Language	<ul style="list-style-type: none"> Read a range of fiction texts, exploring how established writers use narrative conventions and descriptive techniques to capture the interest of readers Focus on planning written pieces of work Developing use of precise vocabulary Identify and demonstrate form, purpose and audience. Write a creative text to demonstrate their narrative and descriptive skills in response to a written prompt or visual image. 	<ul style="list-style-type: none"> Reading and comparing a range of non-fiction texts (eg. articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages) from different time periods, to consider how authors present perspective and/or viewpoint Explore different ways in which authors influence and persuade readers Produce a written text to a specified audience, purpose and form in which they 	<ul style="list-style-type: none"> Critically evaluate own work and make improvements based on teacher feedback Redraft key elements of both literature and language mock exams to reflect and progress

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		<p>give their own perspective on a chosen theme</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary to speak about language and its effect and apply these techniques to their own writing • Focus on punctuation (commas, ellipsis, semi-colon) and sentence structure (complex sentences, short sentences for effect) 	
Key Questions Literature	<ol style="list-style-type: none"> 1. How does the author's decisions help to drive the narrative forward? What messages does the author relay through characters and narrative decisions? 2. How does the historical context shape the messages within the text? 3. How are the characters presented and developed throughout the narrative? 4. Does the author achieve their intended effect? 5. In what ways do author's create engaging texts? 6. How do poets use their experiences to relay a message to their reader? 7. How are poetic devices used to create shades of meaning? 8. How can poems be interpreted to understand both explicit and implicit meanings? 	<ol style="list-style-type: none"> 1. How does the author's decisions help to drive the narrative forward? 2. How does the historical context shape this text? 3. How are the characters presented and developed throughout the narrative? 4. What is the intended message of the piece and how is this conveyed through characters and situations? 	<ol style="list-style-type: none"> 1. How does the author's decisions help to establish his/her message? 2. How does the historical and/or bibliographical context shape the messages in this text? 3. How is the theme of love presented in this poem? And how does this poem relate to other poems we have read in the anthology? 4. Does the author achieve their intended effect? If so, ho2? 5. In what ways are these two texts similar or different? 6. What imagery is described in this poem and why? 7. Are there shades of meaning for this poem? If so, what are they? Do they link, somehow, to the contextual background of the author?
Key Questions Language	<ol style="list-style-type: none"> 1. In what ways do author's create engaging texts? 2. What language devices have been used to effectively engage the reader and show the writer's craft and construction of ideas? 3. Are they effective in engaging with their reader? Explain. 4. What devices and methods have been used by the author to engage their readers? 5. How can I plan my work effectively to ensure I have made appropriate decisions about 	<ol style="list-style-type: none"> 1. What is the author's viewpoint and perspective about this topic? 2. What techniques and methods have they used to deliver their opinions? 3. Are they effective in delivering their viewpoint and perspective? Explain. 4. How can I plan my work effectively to ensure I have made appropriate decisions about audience, form and structure? 5. How can I use the texts as an exemplar 	<p>Poetry</p> <ol style="list-style-type: none"> 1. How does the author present their ideas towards love and relationships? 2. What devices does the author use and what effect do they have on the reader? 3. What are the alternative interpretations to this poem and its meaning? 4. What is a connective and how can you use it to integrate comparisons between texts?

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	audience, form and structure?	to support me in writing my own piece of writing?	
Assessment week and content	Mock Examinations- October An Inspector Calls Poetry Language Paper 1	Mock Exams February Romeo and Juliet Jekyll and Hyde Language Paper 2	

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