

Year 11 HT 1	Skills, content, objectives	Teaching resources, keywords	Assessment, homework	CEIAG Opportunities including roles and competencies	Standardisation/ Moderation
	<p>English Language Paper 1: Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts. AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Evaluate texts critically and support this with appropriate textual references</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	<p>English Language Paper 1: Mock Exam preparation and revision. Reading section: See PPT materials on Alex Cold paper</p> <ul style="list-style-type: none"> • Analysis of language including aspects of analytical writing. Concepts of 'big ideas' in texts and relating language choices to this. • Analysis of structure and structural features • Evaluation of writers' methods • Write accurately and fluently, adapting writing for a range of purposes • Select vocabulary, grammar, form and structural features to reflect audience and purpose • Re-draft and re-structure writing as appropriate. • Identify effectiveness of grammar and vocabulary in texts then use in writing <p>Keywords: incredulity, fragility, dominance, purity, potency, anguish, vulnerability</p>	<p>Assessment: Exam questions in class. Opportunities for green pen responses after each question.</p> <p>Full mock examination English language paper 1</p>	<p><u>Competencies:</u> Creativity and communication</p> <p><u>Career role/focus:</u> Civil service, politics</p>	<p>Familiarise staff with mark scheme to assess pupils work: GCSE Language mark scheme for shorter analysis tasks. GCSE lit mark scheme for end of unit essay-style responses. Look at examples from previous year's work to establish standards. Staff to create model paragraphs.</p> <p>AQA GCSE Hub School meeting. Cumbria Network meeting provide opportunities for cross-school moderation.</p>

<p>HT 2</p>	<p><u>Skills, content, objectives</u></p> <p>English literature paper 1 Shakespeare and 19th Century novel.</p> <ul style="list-style-type: none"> • Importance of writer’s message/intention • Analysis of writer’s craft: language, structure and dramatic techniques, characterisation • Track themes/analyse key ideas • Significance of social/historical context • Write critically in a suitably academic style maintaining a viewpoint • Significance of Shakespeare and literary heritage <p>(Rn1c, R2a,c, d R3, , c, GV1b, d) (R2c, d, e, g, R3, W1b) (R2a, b, g. W1b, c. GV1a, d) (W1a, b, c.)</p> <p>IT (i) (ii) Independent research tasks homework.</p>	<p><u>Teaching and learning resources, keywords</u></p> <p>English literature Paper 1:</p> <p>Shakespeare Macbeth</p> <p>Revision of key themes/quotation/dramatic and structural conventions/characters and their functions/language techniques/writer’s intentions/social and historical context.</p> <p>Academic writing and quality of written expression for analysis (tentative language, quotation selection, embedding context and writer’s intentions.)</p> <p>19th Century novel- A Christmas Carol</p> <p>Revision of key themes/quotations/structure/function of character/language and narrative techniques/writer’s intentions/social and historical context.</p> <p>Academic writing and quality of written expression for analysis (tentative language, quotation selection, embedding context and writer’s intentions.)</p>	<p><u>Assessment, homework</u></p> <p>Tests on quotations and knowledge retrieval. Analysis of short extracts relating to key themes in the play to build up to exam style question.</p> <p>Share and model high quality answers and draw out key features of analysis, expression and how AOs are rewarded.</p> <p><u>Full mock examination English literature Paper 1 (1 hour 45)</u></p>	<p><u>CEIAG Opportunities including roles and competencies</u></p> <p>Competencies: <u>Problem solving, literacy</u></p> <p>Career role focus: <u>Film and Television</u></p>	<p><u>Standardisation Moderation</u></p> <p>Moderation In dept meeting and INSET time</p> <p>AQA GCSE Hub School meeting. Cumbria Network meeting provide opportunities for cross-school moderation.</p> <p>AQA materials on Reflecting on Exams and Exam Preparation.</p> <p>Also AQA Reaching for Grade 8 and 9 materials and Stretching Grade 4 to Grade 5 materials.</p>
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<p>HT 3/4</p>	<p>Skills, content, objectives</p> <p>English literature paper 1 (Rn1c, R2a,c, d R3, , c, GV1b, d) (R2c, d, e, g, R3, W1b) (R2a, b, g. W1b, c. GV1a, d) (W1a, b, c.)</p> <p>English language paper 2</p> <p>Writer's viewpoints and perspectives:</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information from texts • Select and synthesise information evidence from different texts • Analyse how writers use language and structure to achieve effects • Compare writers' ideas and perspectives across two texts. • Evaluate texts critically • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. 	<p>Teaching and learning resources, keywords</p> <p>First part of half term reflect on English lit mock exam and draw out key improvements using modelling and example answers, examiners report.</p> <p>English language paper 2 mock preparation and revision. Reading section: See PPT materials on Ben Fogle question paper</p> <ul style="list-style-type: none"> • Inference and retrieval (reading strategies) • Comparison of writer's perspectives • Analysis of language • Evaluation and comparison of writers' ideas and perspectives. • Thesis statement planning in writing (because . . . but . . so . .) • Selection of vocabulary (rhetorical devices) construction of sentences for impact <p>IT (iii) Writing question on fame explores the rise of influencers/social media as a way to become famous etc</p>	<p>Assessment, homework</p> <p>Assessment: Green pen corrected work from lit paper 1 mock.</p> <p>Answers to individual questions in Paper 2, completed on exam booklet with green pen responses after marking.</p> <p>Full mock examination: English language paper 2 (1 hour 45)</p>	<p>CEIAG Opportunities including roles and competencies</p> <p><u>Competencies:</u> Independence and staying positive</p> <p><u>Career role focus:</u> law and legal</p>	<p>Standardisation Moderation</p> <p>Moderation In dept meeting and INSET time AQA GCSE Hub School meeting. Cumbria Network meeting provide opportunities for cross-school moderation.</p> <p>AQA materials on Reflecting on Exams and Exam Preparation.</p> <p>Also AQA Reaching for Grade 8 and 9 materials and Stretching Grade 4 to Grade 5 materials.</p> <p>Post-exam moderation in dept time.</p>
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<p>HT 4</p>	<p><u>Skills, content objectives:</u></p> <p><u>English literature paper 2</u> <u>Modern text and Poetry.</u></p> <p>maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p><u>Teaching and learning resources, keywords:</u></p> <p>Revision of An Inspector Calls and Poetry</p> <p>An Inspector Calls:</p> <p>Revision of key themes/quotation/dramatic and structural conventions/characters and their functions/language techniques/writer’s intentions/social and historical context.</p> <p>Academic writing and quality of written expression for analysis (tentative language, quotation selection, embedding context and writer’s intentions.)</p> <p>Power and Conflict poetry:</p> <p>Revision of key themes/quotations/structure and form/language and poetic techniques/writer’s intentions/social and historical context/comparisons on theme and idea – abuse of power, power of nature, inequality, effects of conflict, loss, memory, guilt, identity. Comparative writing skills.</p> <p>Unseen poetry skills: looking to build analysis around a turning point.</p> <p>IT (iii) Unseen poetry exploring online safety eg: Mike Garry “<i>She Sings and She Swings.</i>”</p>	<p><u>Assessment, homework</u></p> <p>Assessment: short knowledge-based tests on techniques/ideas.</p> <p>Short shared extract analysis in class in build up to more extended essay writing</p> <p><u>Full mock examination English literature paper 2 (1 hour 45.)</u></p> <p>Green pen responses post-exam with carefully modelled examples of responses, highest mark examples shared</p>	<p><u>CEIAG Opportunities including roles and competencies</u></p> <p><u>Competencies:</u> Teamwork, problem-solving</p> <p><u>Career role focus:</u> Public Relations, tourism</p>	<p><u>Standardisation Moderation</u></p> <p>AQA materials on Reflecting on Exams and Exam Preparation.</p> <p>Also AQA Reaching for Grade 8 and 9 materials and Stretching Grade 4 to Grade 5 materials.</p> <p>Post-exam moderation in dept time.</p>
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HT 5	English language and English Literature Revision	<p>English Language Paper 1: Exam preparation and revision. Reading section: See PPT materials</p> <ul style="list-style-type: none"> • Analysis of language including aspects of analytical writing. Concepts of 'big ideas' in texts and relating language choices to this. • Analysis of structure and structural features • Evaluation of writers' methods • Write accurately and fluently, adapting writing for a range of purposes • Select vocabulary, grammar, form and structural features to reflect audience and purpose • Re-draft and re-structure writing as appropriate. • Identify effectiveness of grammar and vocabulary in texts then use in writing <p>English language paper 2 mock preparation and revision. Reading section: See PPT materials on Ben Fogle question paper</p> <ul style="list-style-type: none"> • Inference and retrieval (reading strategies) • Comparison of writer's perspectives • Analysis of language • Evaluation and comparison of writers' ideas and perspectives. • Thesis statement planning in writing (because . . . but . . . so . . .) • Selection of vocabulary (rhetorical devices) construction of sentences for impact 	<p>Exam questions depending on key focus of classes (q 3/4/5 as priority) Some shorter timed responses.</p> <p>Model responses/previous high level exam answers</p> <p>Exam questions depending on key focus of classes (q 2/4 for focus of comparison; 5 as priority)</p> <p>Model responses/previous high level exam answers</p>		
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		<p>quotation selection, embedding context and writer's intentions.)</p> <p>Power and Conflict poetry:</p> <p>Revision of key themes/quotations/structure and form/language and poetic techniques/writer's intentions/social and historical context/comparisons on theme and idea – abuse of power, power of nature, inequality, effects of conflict, loss, memory, guilt, identity. Comparative writing skills.</p> <p>Unseen poetry skills: looking to build analysis around a turning point.</p>			
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