



Subject: English

Lead Teacher: Ms Lord

Year: 11

Curriculum organisation

Students are taught in mixed groups of 30 for four hours per week. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	<ul style="list-style-type: none"> AQA Power and Conflict poetry anthology (English Literature Paper 2) [AUT1a – continued from Y10] Unseen Poetry [AUT1] Mock examination preparation [AUT2a] <i>The Strange Case of Dr Jekyll and Mr Hyde</i> [AUT2] 	<ul style="list-style-type: none"> How do I identify key ideas and themes in unseen poetry? How do I make connections and comparisons between poems? How are the key characters in the novel presented? 	<ul style="list-style-type: none"> Literary and poetic terminology. Terminology related to the context of the novel: e.g. physiognomy. <p><i>Students are typically issued with a knowledge organiser at the start of the sequence which includes details of key content and terminology.</i></p>	<ul style="list-style-type: none"> Inference and deduction. Linguistic and literary analysis. Comparisons skills. Unseen skills. 	<ul style="list-style-type: none"> Whole class discussion Pair and group work Written activities Reading activities Watching short video clips Research tasks Individual presentation to the class
Spring Term	<ul style="list-style-type: none"> <i>The Strange Case of Dr Jekyll and Mr Hyde</i> [SP1] Final examination preparation [SP2] 	<ul style="list-style-type: none"> How does Stevenson portray the key themes in the novel? Revisiting and consolidating key enquiry questions from previous sequences of learning. 	<ul style="list-style-type: none"> Analytical and literary terminology. <p><i>Students are typically issued with a knowledge organiser at the start of the sequence which includes details of key content and terminology. The list above includes just a few examples.</i></p>	<ul style="list-style-type: none"> Literary analysis. Using context to illuminate analysis of literary texts. Examination of characterisation and themes. Revisiting key skills from Year 10 and Year 11. 	
Summer Term	<ul style="list-style-type: none"> Final examination preparation [SU1] 	<ul style="list-style-type: none"> Revisiting and consolidating key enquiry questions from previous sequences of learning. 	<ul style="list-style-type: none"> Literary and poetic devices Key genre and period terminology e.g. romanticism. <p><i>Students are typically issued with a knowledge organiser at the start of the sequence which includes details of key content and terminology. The list above includes just a few examples.</i></p>	<ul style="list-style-type: none"> Literary analysis. Using context to illuminate analysis of literary texts. Analysis of dramatic/poetic devices. Examination of characterisation and themes. 	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • Exercise book • Any set texts (e.g. copies of novel or plays) that have been issued for the current unit of work. 	<ul style="list-style-type: none"> • End of sequence assessments (skills and knowledge) • Formal assessment week (May) • Peer and self-assessment • Homework tasks (often research or project based) • Retrieval practice activities • Notes checks.

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • We always aim to organise theatre trips to see performances of the set texts whenever this is possible. In recent years, students have been to see performances of Macbeth (including at the Royal Shakespeare Company in Stratford-Upon-Avon) and An Inspector Calls. • The school currently has membership of the RSC and there is usually an annual optional evening trip to see a Shakespeare play, • The department/faculty currently run a number of extra-curricular activities including: the NGHS Literary Society; GCSE Support Club; Debating; Drama Club. • As part of the annual house drama competition, students have the opportunity to participate in the preparation and performance of an original short play. 	<p>Encouraging students to consider the following:</p> <ul style="list-style-type: none"> • Re-reading all of the set literature texts to ensure a detailed and comprehensive knowledge of the plays, novella and poems. • Learning key quotations off by heart through knowledge retrieval practice. • Learning the content of the one-page guides off by heart, including sentence stems, through knowledge retrieval practice. • Planning responses to sample questions under timed conditions. • Re-reading model answers and using them when completing timed answers. • Completing timed answers. • Wider reading using resources listed and those that are on the O-Drive / MS Teams • Reading broadsheet newspaper articles. • Revisiting notes from throughout the course on skills; themes; ideas and characters. • Using good quality revision material in revision guides and online. <p>GCSE English Language Specification: https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF</p> <p>GCSE English Literature Specification: https://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF</p>

Inclusion	Inclusion within Y11 English
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • We include diverse voices, perspectives and identities in our curriculum, including writers with/who had disabilities. • Within English, students are encouraged to think about their own experiences and how these intersect with the intellectual material they encounter. • Dyslexic students are provided with knowledge organisers for each topic in order to have reference to key terminology and definitions. • All teachers employ inclusive pedagogy so not just what they teach but how they teach is inclusive through a variety of delivery techniques (place mats with instructions/ step-by-step guides, mind maps, multiple choice questions) and assessment design which contributes to the achievement of all pupils (e.g. use of model examples and scaffolded sentence starters/essay frames). • Students are provided with revision resources and tasks, which also includes a calendar schedule of what to complete and when, to help students with Autism organise their exam preparations in the lead up to the exams. • Use of visual and audio cues to support processing of written text. • Key words/subject vocabulary displayed on classroom walls to aid memory in addition to the use of mnemonics/acronyms.

If you have any questions about this Learning Overview, please contact the named Teacher above.