

INVEST in the power of the written word	EXPERIENCE a range of cultures, histories and beliefs	EXPLORE the shared values of civilisation	SHAPE society and our place within it	GROW as instinctive readers, writers and orators	PURSUE English beyond the classroom
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Year 11	HT1	HT2	HT3	HT4	HT5
Text or Theme	The Price of Ambition	War and Conflict.	People, Places, Time	Love and Relationships	Exploring Texts: Nature
Developing Cultural Capital	<p>Having studied <i>Macbeth</i> and <i>An Inspector Calls</i>, students consolidate their knowledge of the plot, characters and themes. In doing so, students are afforded opportunities to apply their knowledge to key extracts to develop their skills of literary analysis and essay writing. Alongside these core and culturally significant works of literature, students explore two non-fiction texts that relate to the theme of ambition. Subsequently, students further enhance their analytical, evaluative and comparative reading skills while developing their transactional writing skills.</p> <p>Core Texts: <i>Macbeth</i> by William Shakespeare, <i>An Inspector Calls</i> by J. B. Priestley, <i>A Christmas Carol</i> by Charles Dickens, Eduqas Poetry Anthology.</p> <p>Illuminating Texts: Niagara Falls non-fiction texts.</p>	<p>This sequence explores a range of texts – including core English Literature texts that have been studied in Year 10 / Year 11, and unseen fiction and non-fiction texts – thematically to allow students to develop authentic comparisons and links between texts. In doing so, as readers, students develop sophisticated theses regarding the depiction of war and conflict, which subsequently supports students’ development as successful, instinctive and invested writers in relation to this theme.</p> <p>Core Texts: <i>Macbeth</i> by William Shakespeare, <i>The Soldier</i> by Rupert Brooke, <i>Dulce et Decorum Est</i> by Wilfred Owen, <i>Mametz Wood</i> by Owen Sheers, <i>A Wife in London</i> by Thomas Hardy, <i>The Manhunt</i> by Simon Armitage, <i>An Inspector Calls</i> by J. B. Priestley and <i>A Christmas Carol</i> by Charles Dickens.</p> <p>Illuminating Texts: <i>Remains</i> by Simon Armitage, <i>War Photographer</i> by Carol Ann Duffy, <i>Stone Junction</i> by Jim Dodge.</p>	<p>This sequence explores a range of texts – including core English Literature texts that have been studied in Year 10 / Year 11, and unseen fiction and non-fiction texts – thematically to allow students to develop authentic comparisons and links between texts. In doing so, as readers, students develop sophisticated theses regarding the depiction of people, places and time, which subsequently supports students’ development as successful, instinctive and invested writers in relation to this theme.</p> <p>Core Texts: <i>Macbeth</i> by William Shakespeare, <i>London</i> by William Blake, <i>Living Space</i> by Imtiaz Dharker, <i>As Imperceptibly as Grief</i> by Emily Dickinson, <i>Ozymandias</i> by Percy Shelley, <i>Afternoons</i> by Philip Larkin, <i>An Inspector Calls</i> by J. B. Priestley and <i>A Christmas Carol</i> by Charles Dickens.</p> <p>Illuminating Texts: <i>Nettles</i> by Vernon Scannell, <i>Brothers</i> by Andrew Forster, Market non-fiction texts.</p>	<p>This sequence explores a range of texts – including core English Literature texts that have been studied in Year 10 / Year 11, and unseen fiction and non-fiction texts – thematically to allow students to develop authentic comparisons and links between texts. In doing so, as readers, students develop sophisticated theses regarding the depiction of love and relationships, which subsequently supports students’ development as successful, instinctive and invested writers in relation to this theme.</p> <p>Core Texts: <i>Macbeth</i> by William Shakespeare, <i>Sonnet 43</i> by Elizabeth Barrett Browning, <i>Valentine</i> by Carol Ann Duffy, <i>Cozy Apologia</i> by Rita Dove, <i>She Walks in Beauty</i> by Lord Byron, <i>An Inspector Calls</i> by J. B. Priestley and <i>A Christmas Carol</i> by Charles Dickens.</p> <p>Illuminating Texts: <i>Rejection</i> by Jenny Sullivan, <i>First Love</i> by Mick Gowan, <i>The Blind Assassin</i> by Margaret Atwood.</p>	<p>This sequence explores a range of texts – including core English Literature texts that have been studied in Year 10 / Year 11, and unseen fiction and non-fiction texts – thematically to allow students to develop authentic comparisons and links between texts. In doing so, as readers, students develop sophisticated theses regarding the depiction of nature, which subsequently supports students’ development as successful, instinctive and invested writers in relation to this theme.</p> <p>Core Texts: <i>Macbeth</i> by William Shakespeare, <i>Sonnet 43</i> by Elizabeth Barrett Browning, <i>Valentine</i> by Carol Ann Duffy, <i>Cozy Apologia</i> by Rita Dove, <i>She Walks in Beauty</i> by Lord Byron, <i>An Inspector Calls</i> by J. B. Priestley and <i>A Christmas Carol</i> by Charles Dickens.</p> <p>Illuminating Texts: <i>Midwinter</i> by Grahame Davies and <i>Today</i> by Billy Collins, Hot air balloon non-fiction texts.</p>
Retainable Knowledge	<ul style="list-style-type: none"> • Representations of ambition, violence, supernatural, generational divide, social class. • Conventions of 	<ul style="list-style-type: none"> • Representations of war and conflict, including violence. • Conventions of Shakespearean tragedy, 	<ul style="list-style-type: none"> • Representations of people, places, time, change, settings. • Conventions of Shakespearean tragedy, 	<ul style="list-style-type: none"> • Representations of love / relationships. • Conventions of Shakespearean tragedy, poetry, modern drama. 	<ul style="list-style-type: none"> • Representations of nature. • Conventions of Shakespearean tragedy, poetry, modern drama.

	<p>modern drama and Shakespearean tragedy.</p> <ul style="list-style-type: none"> • Transactional writing – crafting devices to structure an argument, varying sentences / punctuation. • Essay writing – selecting quotations, analysing the writer’s choices, evaluating and comparing ideas. • Linguistic and literary vocabulary. 	<p>poetry, modern drama.</p> <ul style="list-style-type: none"> • 19th, 20th and 21st century social and historical context. • Creative writing - crafting devices, structuring ideas, varying sentences / punctuation. • Essay writing – selecting evidence, analysing the writer’s choices, evaluating, comparing ideas. • Linguistic and literary vocabulary. 	<p>poetry, modern drama.</p> <ul style="list-style-type: none"> • 19th, 20th and 21st century social and historical context. • Transactional writing – crafting devices to structure an argument, varying sentences / punctuation. • Essay writing – selecting evidence, analysing the writer’s choices, evaluating, comparing ideas. • Linguistic and literary vocabulary. 	<ul style="list-style-type: none"> • 19th, 20th and 21st century social and historical context. • Creative writing - crafting devices, structuring ideas, varying sentences / punctuation. • Essay writing – selecting evidence, analysing the writer’s choices, evaluating, comparing ideas. • Linguistic and literary vocabulary. 	<ul style="list-style-type: none"> • 19th, 20th and 21st century social and historical context. • Transactional writing – crafting devices to structure an argument, varying sentences / punctuation. • Essay writing – selecting evidence, analysing the writer’s choices, evaluating, comparing ideas. • Linguistic and literary vocabulary.
Cross Curricular Links	<ul style="list-style-type: none"> • Drama: <i>DNA</i> (Y10). • History: The Industrial Revolution (Y8 HT1) • Geography: Economic geography (Y10/Y11) 	<ul style="list-style-type: none"> • Drama: <i>R+J, Hamlet, Macbeth</i>, (Y7 HT5), <i>Blood Brothers</i> (Y8 HT2). • History: Industrial Revolution (Y8 HT1) . • Geography: Geography of conflict (Y9) 	<ul style="list-style-type: none"> • Drama: <i>R+J, Hamlet, Macbeth</i>, (Y7 HT5), <i>Blood Brothers</i> (Y8 HT2). • History: Industrial Revolution (Y8 HT1). • Geography: Geography of conflict (Y9) 	<ul style="list-style-type: none"> • Drama: <i>R+J, Hamlet, Macbeth</i>, (Y7 HT5), <i>Blood Brothers</i> (Y8 HT2). • History: Industrial Revolution (Y8 HT1). • Geography: Geography of conflict (Y9) 	<ul style="list-style-type: none"> • Drama: <i>R+J, Hamlet, Macbeth</i>, (Y7 HT5), <i>Blood Brothers</i> (Y8 HT2). • History: Industrial Revolution (Y8 HT1). • Geography: Geography of conflict (Y9)
Vocabulary	Technical terminology is listed in the SoL vocabulary list .				
Assessments	<ul style="list-style-type: none"> • Language: Transactional Writing. • Literature: <i>Macbeth</i> essay. 	<ul style="list-style-type: none"> • English Language: trial examinations. • English Literature: trial examinations. 	<ul style="list-style-type: none"> • English Language: focus TBC. • English Literature: focus TBC. 	<ul style="list-style-type: none"> • English Language: trial examinations. • English Literature: trial examinations. 	<ul style="list-style-type: none"> • English Language: focus TBC. • English Literature: focus TBC.