



### Learning Aims and Curriculum Intent:

Students in Year 11 finalise their coursework portfolios and ready themselves for their examinations. They hone the skills developed in previous years: the ability to analyse the language, structure, and form of texts, to evaluate the significance of contexts, and to plan and write a detailed, analytical essay. Much of the year is given over to practising these skills, none of which are new, but all of which can be improved only through practice.

Students should aim to read widely outside of their course texts, including non-fiction, to broaden their vocabulary and grasp of language for the unseen aspects of the course and the transactional writing component of the Language exam.

Term	Content, Key Questions and Knowledge	Skills	Assessment
<b>Michaelmas</b>	<p><b>1. Modern Drama coursework (<i>A View from the Bridge</i>)</b></p> <p>Students will read <i>A View from the Bridge</i> and write a piece of coursework on it. Themes studied may include:</p> <ul style="list-style-type: none"> <li>tragedy</li> <li>masculinity</li> <li>the role of women</li> <li>conflict</li> <li>the law and justice</li> <li>the significance of place</li> </ul> <p><b>2. Modern novel (<i>To Kill a Mockingbird</i>, <i>Things Fall Apart</i>)</b></p> <p>Students will study their novel for their Literature exam. They will be assessed on their knowledge and understanding of the novel, and their ability to evaluate the significance of its context.</p>	<p>Analysis of language, structure and form Evaluation of the significance of the genre of tragedy Planning and structuring an essay Editing and rewriting an essay based on feedback</p> <p>Analysis of language, structure Evaluation of the significance of the context of the novel Planning and structuring an essay Prioritising the key points when writing under timed conditions</p>	<p>A coursework essay on <i>A View from the Bridge</i> that aims to be between 1000 – 1200 words</p> <p>Practice exam-style essays (“Explore the theme of prejudice in <i>To Kill a Mockingbird</i>”; “How does Achebe present the character of Okonkwo in <i>Things Fall Apart</i>?”)</p>
<b>Lent</b>	<p><b>1. Transactional writing</b></p> <p>Students will study how to write in different forms, including:</p> <ul style="list-style-type: none"> <li>articles</li> <li>speeches</li> <li>leaflets</li> <li>letters</li> </ul> <p>They will explore how to write to a specific audience and how to tailor their choice of vocabulary and structure to the appropriate form and audience.</p> <p><b>2. Anthology poetry</b></p> <p>Students will finish studying the anthology poetry. They will cover all the poems and explore connections and comparisons between them. Texts studied: ‘If’, ‘Prayer Before Birth’, ‘Blessing’, ‘Search for my Tongue’, ‘Half Past Two’, ‘Piano’, ‘Hide and Seek’, ‘Sonnet 116’, ‘La Belle Dame Sans Merci’, ‘Poem at Thirty Nine’, ‘War Photographer’, ‘The Tyger’, ‘My Last Duchess’, ‘Half Caste’, ‘Do Not Go Gentle into that Good Night’, ‘Remember’.</p>	<p>Planning a piece of transactional writing Incorporating the features of a letter/article/leaflet/speech Writing for a particular audience</p> <p>Analysing poems, both familiar and unseen Comparing texts’ presentation of themes and use of language and structure Planning and structuring an essay Prioritising the key points when writing under timed conditions</p>	<p>Practice transactional writing tasks (“Write a letter to your local MP arguing that schools should be more environmentally friendly”; “Write an article for teenagers encouraging them to take up a new hobby”).</p> <p>Practice exam-style essays (“Compare the presentation of family in ‘Poem at Thirty-Nine’ and ‘Piano’”; “How do the authors of ‘My Last Duchess’ and ‘Half Caste’ create a strong voice for their persona?”).</p>

<b>Trinity</b>	<p><b>Revision of the Literature and Language exams.</b></p> <p><b>Literature:</b> unseen poetry; modern novel; anthology poetry</p> <p><b>Unseen Poetry</b> Students will be exposed to a range of unseen poetry and practise annotating poems looks at the following</p> <ul style="list-style-type: none"> <li>poetic voice</li> <li>language</li> <li>structure</li> <li>form</li> </ul> <p><b>Prose</b> Students will revise their set novel and revisit key themes, characters and ideas. They will evaluate the significance of the context.</p>	<p>Close analysis of language, form and structure. Expressing ideas in an appropriate, critical style.</p> <p>Structuring an essay.</p>	<p>Practise essays from past papers in timed conditions.</p>
	<p><b>Anthology Poetry</b> Revisit and revise connections between poems. Students will focus on close analysis of language, form and structure.</p>	<p>Planning and structuring an essay. Using textual reference and embedding quotations to support ideas. Evaluating the importance of context and writing in timed conditions.</p>	<p>Practise essays from past papers in timed conditions. (Explore how the character of Scout is presented in <i>To Kill a Mockingbird</i> or Explore how the theme of power is presented in <i>Things Fall Apart</i>).</p>
	<p><b>Language:</b> prepared and unseen non-fiction; transactional writing</p>	<p>Comparing poets' presentation of themes. Supporting ideas with close analysis of language, form and structure. Planning and writing an essay in timed conditions.</p>	<p>(Compare the presentation of power in 'My Last Duchess' &amp; 'Tyger' or compare how memory is explored in 'Poem Thirty-Nine' and 'Hide and Seek').</p>
	<p><b>Prepared Non-Fiction</b> Students will revise the key ideas and themes in the non-fiction anthology. They will focus closely on the language and structure of the texts.</p>	<p>Planning and structuring an argument. Analysis of language and structure to support ideas.</p>	<p>Practise 12-mark questions in timed conditions. These will be taken from past papers.</p>
	<p><b>Unseen Non-Fiction</b> Students will be exposed to a range of non-fiction texts and practise making connections with the prepared texts.</p>	<p>Understanding and analysing an unseen text. Making conjoined comparisons between texts.</p>	<p>Practise 22-mark comparisons.</p>
	<p><b>Transactional Writing</b> Students will revise what constitutes a successful piece of transactional writing. They will practise tailoring their own writing for a particular audience.</p>	<p>Planning a piece of transactional writing Incorporating the features of a letter/article/leaflet/speech Writing for a particular audience</p>	<p>Practise practical transactional tasks for example (Write a speech about someone you admire or Write an article in which you discuss the benefits of technology).</p>

<b>What consolidation looks like in this subject</b>	<p>Rereading set texts Annotating clean copies of set poems and non-fiction Comparing prepared non-fiction to unseens. Drawing up lists of connections Reading unseen poems and annotating them Planning practice exam essays Making mindmaps showing the connections between the anthology poems Practising writing for different audiences and in different styles Planning mindmaps to answer questions on themes and character in set texts Drawing up quotation banks Preparing revision cards Consulting mark schemes and model answers- highlighting where model answers meet the assessment objectives Practising writing in timed conditions – whole answers or key paragraphs</p>
<b>Examples of Homework</b>	<p>Read a chapter of your set novel and write a summary with five significant quotations; research the context of your set novel; plan an essay on a theme or character in your set novel; read and annotate an unseen poem; write an essay comparing two anthology poems; choose the five most significant quotations from each of your non-fiction anthology texts and analyse them in detail; plan an article encouraging retired people to volunteer in their local communities; listen to an analysis of a poem or text on YouTube and annotate it, ready for discussion in class; plan an essay in detail and write up one phase of the essay; re-write a short section of an essay to achieve a higher mark</p>
<b>Key terminology</b>	<p>Protagonist, metre, caesura, enjambment, anaphora, end-stopped, alliteration, consonance, assonance, fricatives, sibilance, plosives, dramatic monologue, sonnet, lyric poem, iambic pentameter, cyclical structure</p>

<b>Super-curricular enrichment and scholarly extension</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> <i>Go Set a Watchman</i> by Harper Lee; <i>No Longer at Ease</i> by Chinua Achebe; <i>Natives</i> by Akala; <i>When the Caged Bird Sings</i> by Maya Angelou; <i>An Introduction to English Poetry</i> by James Fenton; <i>A Poem for Every Day of the Year</i>, ed. Allie Esiri; <i>Death of a Salesman &amp; The Crucible</i> by Arthur Miller; <i>Timebends: A Life</i> by Arthur Miller; a quality newspaper, including the opinion pages, every day.</li> <li>• <b>Watch:</b> <i>To Kill a Mockingbird</i>, starring Gregory Peck; any speech by a politician or public figure (see Greta Thunberg, Barack Obama, Jane Goodall, Malala Yousafzai); Mrs Rumsey tutorials on YouTube</li> <li>• <b>Listen:</b> In Our Time on Radio 4; This Cultural Life; podcasts by searching by writer, title or era</li> <li>• <b>Visit:</b> Go and see a play at the theatre, The Tate, British Library, British Museum</li> </ul>	
<b>Useful websites</b>	Forest School Library, Lit Charts, BBC Bitesize, Edexcel website to access past papers and mark schemes, The British Library, The English and Media Centre	
<b>Who can I contact?</b>	<b>Head of Department</b>	<b>Catherine Nightingale, <a href="mailto:cln@forest.org.uk">cln@forest.org.uk</a></b>
	<b>Teachers</b>	