

Year 11 – English Literature			
Skills	AO1, AO2 & AO3	AO1, AO2 & AO3	All AOs
Time	Sept-Dec	Jan-Feb	March onwards
Scheme of Learning	Conflict Poetry & Macbeth	Poetry & A Christmas Carol	All texts
Curriculum Content	<p>In this SOW we read the poems of the Edexcel Conflict Anthology to ensure that students have a clear and detailed understanding of each poem; we explore techniques, themes and context.</p> <p>Each poem is studied as an unseen to build students' confidence in analysing independently. Context is then added and the students develop a more thorough understanding of each poem. Students complete deliberate practice frequently throughout the SOW, ensuring that they are fully prepared to meet the requirements of the AOs for the anthology section of the exam.</p> <p><i>Revision content: Macbeth will be revised in the first half of Autumn Term. A focus will be placed on completing more writing practice in class with immediate verbal feedback from the teacher. There will also be a focus on including context in section 'b' responses as a result of assessment analysis.</i></p>	<p><i>A Christmas Carol revision content:</i> In this SOW we revise students' understanding of the novella as a whole; we review plot, characters and themes.</p> <p>Students complete deliberate practice frequently throughout the SOW, ensuring that they are fully prepared to meet the requirements of the AOs for each section of the exam. Close text analysis and consideration of theme development through the play as a whole is central to this.</p> <p><i>Poetry revision content:</i> In this SOW we revise students' understanding of the poetry anthology; we review techniques, context and themes.</p> <p>We also use unseen poems to develop extended responses for analysis.</p>	<p>The SOW is delivered in 'pairs' of lessons that move from text to text in the order that they are assessed in the exam. For example: two lessons on <i>Macbeth</i>, then <i>An Inspector Calls</i>, then <i>A Christmas Carol</i>, then <i>poetry</i>. Lesson one of each pair is a knowledge/content revision lesson. Lesson two is deliberate practice with specific focus on an exam question; students will be assessed in this lesson through self, peer, or teacher assessment.</p> <p>Students are set homework to be completed independently. It involves knowledge organiser tasks, revision activities, GCSEPod and online quizzes. Homework booklets are produced to support students with organisation.</p>
Curriculum Intent	<p>Our intent is to provide all students with a detailed understanding of the poems through an engaging and diverse SOW, appropriately scaffolded for all needs.</p> <p>We intersperse reading with media versions of the poems to add variety to delivery, in addition to ensuring that students are exposed to the performance aspects of poetry.</p> <p>To meet AO2 requirements, lessons develop close analytical skills through close text analysis and exploration. Students are encouraged to identify meaningful and relevant subject terminology. Students are taught to effectively construct responses, with writing frames available to support those who need further guidance.</p> <p>Whilst knowledge and content is an important and vital focus (supported further by knowledge organiser home learning), there is also strong emphasis on deliberate practice and exam skill in this SOW. It is important that students clearly understand the requirements of the poetry section of the exam, with clarity on what skills are being assessed. They receive clear steps to success, writing frames, model answers, and an opportunity to attempt a question and receive feedback. This allows us to frequently test whether knowledge is being successfully transferred to application, providing an opportunity to feedback, intervene and adapt lessons to secure excellent results.</p>	<p>Our intent is to provide all students with a detailed understanding of the novella through an engaging and diverse SOW, appropriately scaffolded for all needs.</p> <p>To meet AO2 requirements, lessons develop close analytical skills through close text analysis and exploration. Students are encouraged to identify meaningful and relevant subject terminology. Analysis grids are used, supporting all students to develop these skills.</p> <p>As content was covered in Year 10 (supported further by knowledge organiser home learning), there is now a strong emphasis on deliberate practice and exam skill in this SOW. The students are guided through how to respond to each section of the exam, and taught to effectively construct responses; acronyms are available to support those who need writing frames/further guidance.</p> <p>It is important that students clearly understand the difference between section 'a' and 'b' questions, with clarity on what skills are being assessed; this is especially important since <i>Macbeth</i> is assessed using the same format, but with different AOs and each of the poetry sections have different requirements. They receive clear steps to success, writing frames, model answers, and an opportunity to attempt a question and receive feedback. This allows us to frequently test whether knowledge is being successfully transferred to application, providing an opportunity to feedback, intervene and adapt lessons to secure excellent results.</p>	<p>The main 'intent' for this SOW is to provide high quality lessons that effectively revise each set text, whilst also providing regular opportunities for exam practice with some feedback.</p> <p>The lessons are split into pairs: one for content/knowledge and the second for deliberate practice and exam skill. Lesson one is designed to cover content - teachers are provided with a specific focus on content for each lesson. It is important that staff understand the areas of 'weakness' for their own groups and focus on gaps in their knowledge, rather than covering content that is already secure. Scaffolding resources are provided for students and are available on the shared area. Lesson two will always be a lesson of deliberate practice in which students apply their knowledge to an exam question; it is of paramount importance that this lesson is always focused on exam skill so that students are confident in applying their knowledge. It is very important that students receive feedback for these lessons, whether this is through teacher, self or peer assessment. This will allow students to gradually make progress throughout the year in preparation for their GCSE exams.</p>
Core Skills	<p>Students must be able to read, understand and respond to the poems and develop a critical style and informed personal response. Students must be able to recall and use textual references, including quotations, to support their interpretations/ideas.</p> <p>Students must show skill in their analysis of language, form and structure to create meaning, whilst demonstrating an ability to accurately identify meaningful and relevant terminology.</p> <p>Students must show understanding of the relationships between texts and their contexts,</p>	<p>Students must be able to read, understand and respond to the texts and develop a critical style and informed personal response. Students must be able to recall and use textual references, including quotations, to support their interpretations/ideas.</p> <p>Students must show skill in their analysis of language, form and structure to create meaning, whilst demonstrating an ability to accurately identify meaningful and relevant terminology.</p>	<p>Students must be able to read, understand and respond to the texts and develop a critical style and informed personal response. Students must be able to recall and use textual references, including quotations, to support their interpretations/ideas.</p> <p>Students must show skill in their analysis of language, form and structure to create meaning, whilst demonstrating an ability to accurately identify meaningful and relevant terminology.</p>

	ensuring that references are relevant and meaningful in relation to the question.		<p>Students must show understanding of the relationships between texts and the contexts, ensuring that references are relevant and meaningful in relation to the question.</p> <p>Students must use a range of vocabulary and sentence structures for clarity, purpose and effect. Students must use accurate spelling and punctuation.</p>
Formal summative Assessment	<ul style="list-style-type: none"> Poetry anthology assessment Mock examinations – Paper 1 	<ul style="list-style-type: none"> Spring assessment determined by area of need from Y10 June Mocks and Y11 November Mocks Mock examinations – Paper 2 	Students are assessed regularly in deliberate practice lessons with verbal feedback, self or peer assessment, in addition to completing knowledge tests.
Cross curricular links?	History RE Drama PSHE/SMSC	History RE Drama PSHE/SMSC	History RE Drama English Language PSHE/SMSC