



Denton Community College 2019/20

Departmental Curriculum Map Template

Subject: English

Year Group: Year 11



	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Topics	Language Paper 2	A Christmas Carol (Literature, Paper 1)	Identity Poetry (Literature Paper 2)	Unseen Poetry (Literature Paper 2)	Revision Carousel (Full course of both Literature and Language qualifications)
What will students do during this unit?	Students will cover the range of skills assessed in the AQA English Language Paper 2 series. This is comprised of transactional writing skills and exploring how writers use language to express their ideas and perspectives in non-fiction texts.	Students will read, watch and analyse Dickens' novella initially. Following this, students will dip in to key extracts in order to analyse language, link to context and Dickens' influences. The final element will be critical analysis of the novella exploring religion, allegory and the Victorian ghost story.	'Checking Out Me History' - John Agard 'Emigree' - Carol Rumens 'Tissue' - Imtiaz Dharker Students develop their ability to compare and analyse poetry. They will study 3 poems from the AQA anthology (Power and Conflict Cluster) and practice making critical comparisons between the poets' use of method, their intentions when writing and impacts on the reader. Students also discuss a wide range of cultural and societal issues relating to the contexts of the poems.	Students will consolidate their understanding of how to approach, analyse and evaluate an unseen poem using the 4 part method. They will then look at how to compare the effects of language of one poem to another completely unseen poem.	Pupils will revise the full content of both Literature and Language qualifications. 1. 3 weeks revising and retesting An Inspector Calls (see unit 1 - year 10) 2. 2 weeks revising and re-testing English Language Paper 1 (see unit 4 - year 10) 3. 4 week carousel at class teachers discretion focusing on the literature texts taught across Y10 and Y11
When will students be assessed?	During the Autumn Term Mock Week	The final week of the Autumn term	Week 3 of the Spring half term (end of January)	During the February Mock Week	An Inspector Calls - Week 3 of Spring Half Term 2

					Language Paper 1 - Week 5 of Spring Half Term 2
How will students be assessed?	Students will complete the full 1.45 hour Language Paper 2 in exam conditions.	Students will complete the 45 minute '19th Century' section of paper 1 in class.	Students will complete the 45 minute 'Anthology' section of paper 2 in class.	Students will complete the 'Unseen Section' of Literature Paper 2 in exam conditions - this involves a 24 mark question on an unseen poem (35 minutes) and an 8 mark comparison to another unseen poem (10 minutes)	Students will complete the 45 minute 'modern text' section of paper 1 in class. Students will complete the full 1.45hr Language Paper 2 across 2 lessons in class.
Key Vocabulary	<ul style="list-style-type: none"> - Perspective - Inference - Tone - Voice - Formality 	<ul style="list-style-type: none"> - Allegory - Redemption - Poor Law - Industrialisation - Capitalism - Morality 	<ul style="list-style-type: none"> - Tone - Voice - Speaker - Comparison - Caesura - Enjambment - Identity 	<ul style="list-style-type: none"> - Tone - Stanza - Enjambment - Comparison - Rhyme - Speaker 	See all units across Y10 and Y11
Homework opportunities to broaden or deepen student knowledge	Practice Papers available through the shared drive revision folder Miss Wright's Youtube Videos covering the skills of Language Paper 2 Mini Mocks available through the shared drive Literacy Planet Read all and any types of non-fiction for pleasure	Practice Papers available through the shared drive revision folder Miss Wright's Youtube Videos covering the skills of answering 'A Christmas Carol' Wider reading list Reading the novella independently Revision cards of key quotations Literacy Planet	Research essays and arguments to deepen contextual appreciation. Create and revise quotation cue cards/ Anthology notes. Complete practice exam questions. GCSE Pod Videos Miss Wright's YouTube Videos	Practice Papers available through the shared drive revision folder Miss Wright's You Tube videos Mr Bruff's youtube video Reading poetry collections and anthologies independently in order to develop the ability to decode and analyse a poem without teacher guidance	See all units across Y10 and Y11
Links to the National Curriculum	Reading a wide range of high-quality, challenging and extended literary non-fiction, such as essays, reviews and journalism.	Read and appreciate the depth and power of the English literary heritage through: reading a wide range of high-quality, challenging, classic literature.	Reading a wide range of high-quality and challenging - poetry Making comparisons	Reading a wide range of high-quality and challenging - poetry Making comparisons	See all units across Y10 and Y11

	<p>Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes</p> <p>Seeking evidence in the text to support a point of view, including justifying inferences with evidence</p> <p>Analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</p> <p>Adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</p> <p>Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical</p>	<p>Drawing on knowledge of the purpose, audience and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</p> <p>Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects seeking evidence in the text to support a point of view, including justifying inferences with evidence.</p> <p>Analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading make an informed personal</p>	<p>choosing and reading texts independently for challenge, interest and enjoyment</p> <p>Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation identifying and interpreting themes, ideas and information</p> <p>Making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading</p>	<p>choosing and reading texts independently for challenge, interest and enjoyment</p> <p>Making critical comparisons, referring to the, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading</p>	
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	devices, to reflect audience, purpose and context, and using Standard English where appropriate				
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