

Subject Curriculum Map: English Language Year 11 2024-25

Exam Board & Assessment Method: Eduqas 100% final examination

Curriculum Intent: The language course aims to give students an understanding of transactional writing and allows them to see text in context. The intent is that students develop an understanding of how language is used in the media (with newspaper articles etc) and how they can use language, structure and form to achieve a purpose in their own writing. The year 11 curriculum aims to allow students to synthesise all of the knowledge accumulated throughout the two year course and to develop strategies to help with time management both in the exam and with independent work.

Curriculum Implementation: Students have 4 lessons over a fortnight. In year 11, students look at non-fiction texts from the 19th and 21st century, 20th century prose, write creatively and develop their functional writing skills. The homework pack includes one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks. These tasks build on, and solidify, the learning from year 10. Teachers use a range of different strategies in lessons to encourage students to develop independence and resilience including: group work, timed independent work, peer and self-assessment, modelling text analysis and analysis of sample exam scripts appropriate to the ability of the class.

Curriculum Impact: To consolidate the learning from year 10. The impact of the language course is that students can confidently approach an unseen text and consider the effect of language, structure and form; they should also be able to use terminology (varying degrees depending on ability) confidently in their responses. Students should also be confident in articulating their own opinions in non-fiction writing. Students will also have the confidence to proof read their written work to check, and correct, technical inaccuracies. We hope to inspire students to develop their understanding of both literature and language by continuing their study of English into higher education.

Year <u>11</u>	Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
Themes, Concepts & Ideas	<p>Aftermath and Outsiders</p> <p>Focus on component 1 reading and writing</p> <p>Development of language skills for the reading and writing sections of English Language Component One</p>	<p>Survival theme</p> <p>Component 2 reading</p> <p>21st century and 19th century non-fiction.</p>	<p>Responsibility and Love Film themes: focus on component 2 writing</p> <p>Writing for varied purposes and audiences</p>	<p>Revision</p> <p>21st century and 19th century non-fiction.</p> <p>Writing for varied purposes and audiences</p> <p>Writing creatively demonstrate an understanding through exam style questions. Understanding of the AOs and when they are being assessed on each.</p>	Exams
Knowledge and understanding	<p>Knowledge of the exam skills required for English Language reading and writing.</p>	<p>Apply analysis skills to a range of text types from both 19th and 21st century ; students of all ability to discuss the effect of</p>	<p>Language: develop Understanding of the conventions of some non-fiction writing with a either: report, letter, review, leaflet, and article.</p>	<p>Understanding of purposes for functional writing.</p> <p>Knowledge of how to vary sentence</p>	Exams

		<p>structure at some level. Consider the writer's purpose and how it is conveyed through the language. Higher ability students to begin to evaluate their view of the writer.</p>	<p>Develop the use of language techniques to create a desired purpose.</p>	<p>structures for different effects.</p> <p>Understanding of the AOs and when they are being assessed in the language exams.</p> <p>Time management and the ability to understand how long to spend on questions</p>	
<p>Subject specific skills</p>	<p>Applying appropriate methods of language analysis, using relevant subject terminology.</p> <p>Demonstrate creativity and understanding in the use of English to communicate in different ways.</p>	<p>Understanding and beginning to analyse difficult language.</p> <p>Exam skills: Proof reading work for spelling and punctuation mistakes and to expand choices of vocabulary and expression in order to develop writing skills.</p>	<p>Analyse how language is used to express key ideas and for different purposes.</p>	<p>Making connections across texts in comparisons and also considering the connection between skills</p> <p>Evaluation of key ideas in unseen texts</p> <p>Writing for purpose- using the correct tone and style of</p>	<p><u>Exams</u></p>

				writing for genre and purpose.	
Key Vocabulary	convey subordinate tone technique evaluate apostrophe possession impression evocative connotation symbolism chronological subsequently denotation traumatised	retrieve influence associations annotation archaic expedition summarise inferred professional confinement superlative analysis irrelevant solitude	audience addresses responsibility clauses persuasion disapproval informal emotive appropriately commas grammatically correspondent experimental volunteering neighbours	recommend rhetorical engagement disappointing fluency impression conclusion clarity adaptation vulnerable efficacy scintillating interpretation omission evaluation	
1.SMSC	Relationships, moral codes and historical context in various texts Exploring the relationships between fictional characters – gender, opportunities and moral dilemmas.	Values and beliefs (how these change over time) through considering how a modern and contemporary reader may interpret texts differently.	To reflect on prior learning from year 10 and mock feedback To consider how to adapt our writing for the benefit of different audiences	Reflection and responsibility: Taking responsibility for revision, reflection on STAR targets across the course and acting on them. Reflection on own progress, setting personal goals and targets.	Exams

2.Skills For life	Literacy – planning and structuring a response to an exam style question. Using accurate terminology.	Resilience through studying difficult texts and using different strategies to overcome any misunderstanding of language. Using accurate terminology Independence through revision- students are given revision resources to use independently	Resilience through studying difficult texts and using different strategies to overcome any misunderstanding of language Self-evaluation through consideration of their own revision up to the exams. Also through the mock feedback students set targets for future revision. Transactional Writing - writing for the correct audience, purpose and genre. Writing letters, reports, reviews and speeches. Literacy – planning and structuring a response to an exam style question.	Resilience through the sheer quantity of information students must learn. Ability to build on targets set throughout the year. Evaluation of their own success and setting future targets. Functional writing- such as letters, reports, reviews Time management- both in the exam and with revision	<u>Exams</u>
3.FBV	Tolerance – understanding	Literary heritage- understanding of	Tolerance – understanding the	Respect and tolerance	<u>Exams</u>

	<p>the topical issues raised from stereotypes and discrimination to the representation of the government. To understand how tolerance has altered over time as attitudes have changed.</p>	<p>fundamental British literary heritage and discussions of why this is still relevant today (considering some modern language that originated from Shakespeare) Independence: Students are encouraged to complete revision tasks in their own time.</p>	<p>topical issues raised in texts</p>	<p>through discussion of texts from different cultures and eras.</p> <p>Independence: Revision of each component. Embed their revision completed as part of homework in previous terms. Students now create their own/ extra revision resources (scaffolded for lower ability sets through additional homework)</p>	
<p>Stretch & challenge</p>	<p>Evaluation – evaluating the ways in which meanings and ideas are conveyed through</p>	<p>Read more 19th century articles and texts Aim to use sophisticated Research a range of different non-fiction texts to</p>	<p>Evaluation – evaluating the ways in which meanings and ideas are conveyed through their own writing</p>	<p>Completion of exam papers in timed conditions.</p> <p>Use of aspirational sample answers</p>	<p><u>Exams</u></p>

	language in a range of extracts	apply the skills and terminology developed in lessons. Students can complete extra exam style questions		in lessons and as revision tools. Research a range of different non-fiction texts to apply the skills and terminology developed in lessons	
Key assessment focus, suggested assessments	Language Skills (AO1, AO2, AO3, AO4, AO5 and AO6).	Language Skills (AO1, 2, 3, 4). Year 11 mock exams: component 1	Language Skills (AO5 and AO6)	Language Skills (AO1, AO2, AO3, AO4, AO5 and AO6). Year 11 mock exams: component 2	Exams
Special events				English Language Masterclasses	Exams
Visits/extra curricular	English Club for year 11 takes place every Monday after school for one hour. Students are able to receive extra revision and support. Sessions	English Club for year 11 takes place every Monday after school for one hour. Students are able to receive extra revision and support. Sessions	English Club for year 11 takes place every Monday after school for one hour. Students are able to receive extra revision and support. Sessions are tailored to focus on the skills	Revision booster sessions English Club for year 11 takes place every Monday after school for one hour. Students are able to receive extra	Exams Revision booster sessions

	are tailored to focus on the skills needed for the external exam. Scholars Club – Year 11 MAGT (transition to A Level) Creative writing club 'AR' Club	are tailored to focus on the skills needed for the external exam. Scholars Club – Year 11 MAGT (transition to A Level) Creative writing club 'AR' Club	needed for the external exam. Scholars Club – Year 11 MAGT (transition to A Level) Creative writing club 'AR' Club	revision and support. Sessions are tailored to focus on the skills needed for the external exam. Scholars Club – Year 11 MAGT (transition to A Level) Creative writing club 'AR' Club	
Homework/Independent Learning	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)	<u>Exams</u>

READING (50%)	
Read and understand a range to texts to:	
AO1	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts
AO2	Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
AO4	Evaluate texts critically and support this with appropriate textual references
WRITING (50%)	
AO5	<ul style="list-style-type: none"> Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)