

Subject Curriculum Map: English literature Year 11 2024-25

Exam Board & Assessment Method: Eduqas 100% final examination

Curriculum Intent: The literature course intends to inspire students to understand a range of different texts throughout history and to develop their understanding of the impact of language, structure and form. The context element of the course allows students to broaden their understanding of historical influences on texts. The aim of this course is to develop students' skills in analysis, evaluation and comparison. 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 5 lessons over a fortnight. In year 11, alongside revision of the texts studied in year 10, students study: Macbeth, 18 poems from the Eduqas anthology and look at unseen poetry. 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. Revision quotes quizzes are set through GCSE Pod. 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 literature course is that students should be able to analyse texts confidently by the end of year 11, particularly unseen texts. They should have a clear understanding of how language, structure and form are used to create the writer's purpose. They will also be confident with evaluation at some level; more sophisticated evaluation in places compared with personal opinions at others. 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 __11__	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas	<p>Study of Macbeth exploring key characters and understanding their relationships.</p> <p>Close analysis of the text</p>	<p>Develop study of Macbeth exploring key characters and themes (guilt, revenge, tragedy, masculinity etc)</p> <p>Revise poetry clusters love and conflict for November mock.</p>	<p>Development of poetry (focus nature and place).</p> <p>Exam Skills (Macbeth)</p>	<p>Development of poetry</p> <p>Detailed understanding of key themes</p>	<p>Revision</p> <p>Detailed understanding of key themes. Plot and characters in all texts: 19th century text, all poems in the anthology, Macbeth, Unseen poetry and WIB or AIC. Themes: love, conflict, power, guilt, relationships, violence, revenge, society</p>	Exams
Knowledge and understanding	<p>Knowledge of conventions of a tragedy. Begin to gain an understanding of Shakespearian language in order to</p>	<p>Apply analysis skills to difficult language; students of all ability to discuss the effect of structure at some level. Consider the writer's purpose and how</p>	<p>Knowledge of the social, historical and cultural context for poetry.</p> <p>An understanding of how context, analysis and language skills</p>	<p>Knowledge of the social, historical and cultural context for poetry.</p> <p>An understanding of how</p>	<p>Collate understanding of all texts and demonstrate an understanding through exam style questions.</p>	Exams

	<p>understand the plot and key characters in the text. Develop analysis skills from year 10 and applying them to a more challenging text.</p>	<p>it is conveyed through the language. Higher ability students to begin to evaluate their view of the characters and key themes. Consider how the conventions of a tragedy affect the language choices and structure of the play.</p>	<p>will support with their approach to language and literature texts.</p>	<p>context, analysis and language skills will support with their approach to language and literature texts.</p>	<p>Knowledge of context for specific texts Understanding of the AOs and when they are being assessed on each.</p>	
Subject specific skills	<p>Applying appropriate methods of language analysis, using relevant subject terminology.</p>	<p>Understanding and beginning to analyse difficult language. 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 themes. Evaluate the themes and characters and consider how they develop across the whole plot.</p>	<p>Applying appropriate methods of language analysis, using relevant subject terminology.</p>	<p>Collate their understanding of all texts and how to apply this to exam questions. Making connections across texts in comparisons and also considering the connection between skills for both</p>	<u>Exams</u>

					<p>literature and language.</p> <p>Evaluation of key ideas/ themes and language in essay questions.</p> <p>Higher ability: to sustain this analysis and evaluation across all texts.</p>	
Key Vocabulary	tragedy convention soliloquy monologue iambic pentameter thane suspicion hallucination insanity renaissance Jacobean catharsis	tragedy convention soliloquy monologue iambic pentameter thane suspicion hallucination insanity renaissance Jacobean catharsis	stanza hyperbole imagery rhythm rhyme alliteration simile emphasises sonnet personification assonance contextualise iambic oxymoron	formal linguistic suggest imply indicating adjective preposition subordinate inference juxtaposition analogue intertextual allegory	hyperbolic animal imagery anecdotal structural conventional extended metaphor alliterative personified ironic imperative authorial analogy semantics	
1.SMSC	Relationships, moral codes and historical	Values and beliefs (how these change	Understanding stereotypes and considering how	Relationships, moral codes and historical	To reflect on their learning particularly	Exams

	<p>context in poetry.</p> <p>Exploring the relationships between fictional characters – gender, opportunities and moral dilemmas.</p>	<p>over time) through considering how a modern and contemporary reader may interpret texts differently.</p>	<p>these are challenged in writing.</p> <p>To reflect on prior learning from year 10</p>	<p>context in poetry.</p> <p>Exploring the relationships between fictional characters – gender, opportunities and moral dilemmas.</p>	<p>with mock feedback.</p> <p>How to set personal, measurable targets for their revision.</p>	
2.Skills For life	<p>Literacy – planning and structuring a response to an exam style question. Using accurate terminology.</p> <p>Essay writing - planning and structuring an essay. Using an appropriate register.</p> <p>Resilience – Learning new contextual information. Approaching exam style</p>	<p>Resilience through studying a difficult text and using different strategies to overcome any misunderstanding of plot/ language.</p>	<p>Resilience through studying a difficult text and using different strategies to overcome any misunderstanding of plot/ language</p> <p>Self-evaluation through consideration of their own revision up to the exams. Also through the mock feedback students set targets for future revision.</p>	<p>Literacy – planning and structuring a response to an exam style question. Using accurate terminology.</p> <p>Essay writing - planning and structuring an essay. Using an appropriate register.</p> <p>Resilience – Learning new contextual information and language skills.</p>	<p>Resilience through mock feedback and setting next step targets.</p> <p>Self-evaluation through consideration of their own revision up to the exams. Also through the mock feedback students set targets for future revision.</p>	<u>Exams</u>

	questions and reflecting on feedback.			Approaching exam style questions and reflecting on feedback.		
3.FBV	Tolerance – understanding the topical issues raised in poetry from stereotypes and discrimination to the representation of the government. To understand how tolerance has altered over time as attitudes have changed.	Literary heritage- understanding of 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.	Tolerance – understanding the topical issues raised in texts	Tolerance – understanding the topical issues raised in poetry from stereotypes and discrimination to the representation of the government. To understand how tolerance has altered over time as attitudes have changed.	Independence- Revision of each text. 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)	<u>Exams</u>
Stretch & challenge	Comparison – being able to compare the relationships between texts and contexts. To consider how the	Conduct extra research into the conventions of Shakespearean Tragedy. Begin to consider the key themes and discuss how	Evaluation – evaluating the ways in which meanings and ideas are conveyed through language in the play.	Comparison – being able to compare the relationships between texts and contexts. To consider how the	GCSE Pod quotes quizzes. Students to complete exam style essays under	<u>Exams</u>

	<p>contexts in which texts are engaged with by different audiences. Evaluation – evaluating the ways in which meanings and ideas are conveyed through language in poetry</p>	<p>they evolve throughout the first half of the play. Aim to use sophisticated Research a range of different non-fiction texts to apply the skills and terminology developed in lessons. Students can complete extra exam style questions</p>		<p>contexts in which texts are engaged with by different audiences. Evaluation – evaluating the ways in which meanings and ideas are conveyed through language in poetry</p>	<p>timed conditions in their independent time. Evaluate the effect of context – show a secure understanding of the relationships between texts and the contexts in which they were written</p>	
<p>Key assessment focus, suggested assessments</p>	<p>(AO1, AO2 and AO3)</p> <p>Extract question.</p>	<p>Mock: Poetry Anthology and Macbeth Extract.</p> <p>AO1, AO2</p>	<p>AO1, AO2, AO4</p>	<p>Poetry AO1, AO2 and AO3</p> <p>Mock: J and H, AIC, unseen poetry</p>	<p>Analysing language, structure and form and linking texts. Develop personal responses to texts considering the writer's purpose. (AO1, AO2, AO3 AO4)</p>	<p>Exams</p>

Special events				Revision on Tour: Macbeth	English Literature Masterclasses	<u>Exams</u>
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 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	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 needed for the external exam. Scholars Club – Year 11 MAGT (transition to A Level) Creative writing club ‘AR’ Club	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 needed for the external exam. Scholars Club – Year 11 MAGT (transition to A Level) Creative writing club ‘AR’ Club	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 needed for the external exam. Scholars Club – Year 11 MAGT (transition to A Level) Creative writing club ‘AR’ Club	Revision booster 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 needed for the external exam. Scholars Club – Year 11 MAGT (transition to A Level) Creative writing club ‘AR’ Club	<u>Exams</u> Revision booster sessions
Homework/Independent Learning	Homework Pack (one	Homework Pack (one compulsory	Homework Pack (one compulsory	Homework Pack (one	Homework Pack (one	<u>Exams</u>

	compulsory extended piece, one compulsory spellings list, two additional differentiated tasks) Revision quotes quizzes set through GCSE Pod	extended piece, one compulsory spellings list, two additional differentiated tasks) Revision quotes quizzes set through GCSE Pod	extended piece, one compulsory spellings list, two additional differentiated tasks) Revision quotes quizzes set through GCSE Pod	compulsory extended piece, one compulsory spellings list, two additional differentiated tasks) Revision quotes quizzes set through GCSE Pod	compulsory extended piece, one compulsory spellings list, two additional differentiated tasks) Revision quotes quizzes set through GCSE Pod	
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AO1

Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

In the specification as a whole, 20-25% of the marks will require candidates to show the abilities described in AO1, AO2 and AO3 through tasks which require them to make comparisons across texts.