

**Curriculum Map: <<English Language and English Literature >> Year 11 (AQA for both qualifications)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b> Declarative knowledge 'I Know'	<b>Power and Conflict and Unseen Poetry</b> I know the key ideas of a selection of power and conflict poetry. I know the key context that influenced the construction of a selection of power and conflict poetry. I know a range of comparative discourse markers. I know key poetic terminology linked to a selection of power and conflict poetry. I know a range of comparative discourse markers.	<b>Revision – Language Paper 1, Literature Paper 1</b> I know the plot, characters, themes and ideas of my 19 <sup>th</sup> century novel and my Shakespeare play. I know the requirements of the Literature exam paper. I know the requirements of the Language exam paper.	<b>Modern Text with Language Paper 2 integrated throughout</b> <i>Students study one prose or drama text – this could be An Inspector Calls, The Curious Incident of the Dog in the Night-Time (drama text), Blood Brothers, The History Boys, Lord of the Flies or another text named on the AQA GCSE English Literature specification. Teachers choose the text to best suit their class and the teaching of their class.</i> I know the plot of my play/ prose text. I know key context that influence the construction of my text. I know the key characters of my text. I know what defines the key characters of my text. I know what the key themes of my text are. I know how a writer uses the key themes of the play. I know key figurative language terminology. I know key terminology linked to the genre of drama or prose. I know the conventions of letter writing. I know the conventions of speech writing. I know the conventions of article writing. I know the conventions of leaflet writing. I know the conventions of essay writing. I know a range of comparative discourse markers.	<b>Revision – Language Paper 1, Language Paper 2, Literature Paper 1, Literature Paper 2</b> I know the plot, characters, themes and ideas of my Literature texts. I know the requirements of the Literature exam papers. I know the requirements of the Language exam papers.		
<b>Skills</b> Procedural Knowledge 'I know how to'	I know how to identify key information in a text. I know how to select evidence to support my ideas. I know how to explain how a writer chooses words and phrases to shape meaning. I know how to compare ideas and themes across two poems. I know how to use comparative discourse	I know how to manage my exam timing to ensure planning, writing, and proofreading time. I know how to annotate an exam extract of my 19 <sup>th</sup> century novel and my Shakespeare play. I know how to plan a Literature essay. I know how to structure an introduction to a Literature essay.	I know how to identify key information in a text. I know how to select evidence to support my ideas. I know how to explain how a writer chooses words and phrases to shape meaning. I know how to structure my literature responses so I am engaging with what the writer is saying, how they are saying 'it' and why they might be saying 'it'. I know how to engage with the context of a text. I know how to compare the context in which the text was constructed with the context in which the text is being received. I know how to apply my literary analytical skills of authorial method to short form English Language	I know how to manage my exam timing to ensure planning, writing, and proofreading time. I know how to annotate an exam extract of my 19 <sup>th</sup> century novel and my Shakespeare play. I know how to annotate a poem – both seen and unseen – in exam conditions. I know how to approach a modern text essay without an extract as a springboard. I know how to plan a Literature essay. I know how to structure an introduction to a Literature essay. I know how to organise the ideas of my Literature essays. I know how to conclude a Literature essay.		

	<p>markers to guide my comparison of poems. I know how to structure my literature responses so I am engaging with what the writer is saying, how they are saying 'it' and why they are saying 'it'.</p> <p>I know how to engage with the context of a text. I know how to compare the context in which the text was constructed with the context in which the text is being received. I know how to read and annotate unseen poems. I know how to compare methods used in unseen poems.</p>	<p>I know how to organise the ideas of my Literature essays. I know how to conclude a Literature essay. I know how to organise my time in the Language Paper to ensure adequate time for each question. I know how to address the requirements of each of the reading questions on the Language paper. I know how to plan my narrative or descriptive writing. I know how to craft my narrative or descriptive writing for maximum impact. I know how to proofread my narrative or descriptive writing to ensure cohesion of ideas. I know how to proofread my narrative or descriptive writing to check for technical accuracy.</p>	<p>questions through the study of short unseen non-fiction extracts. I know how to compare content, ideas and perspectives in non-fiction texts across time. I know how to employ figurative and rhetoric languages for specific effect in my own writing to argue, inform or persuade. I know how to construct a cohesive letter. I know how to construct a cohesive speech. I know how to construct a cohesive article. I know how to construct a cohesive leaflet. I know how to construct a cohesive essay.</p>	<p>I know how to organise my time in the Language Paper to ensure adequate time for each question. I know how to address the requirements of each of the reading questions on the Language paper. I know how to plan my narrative or descriptive writing. I know how to craft my narrative or descriptive writing for maximum impact. I know how to proofread my narrative or descriptive writing to ensure cohesion of ideas. I know how to proofread my narrative or descriptive writing to check for technical accuracy. I know how to craft my writing to argue/inform/persuade work for maximum impact. I know how to proofread my writing to argue/inform/persuade work to ensure cohesion of ideas. I know how to proofread my writing to argue/inform/persuade work to check for technical accuracy.</p>
<p><b>Strategies</b> Conditional Knowledge 'I know when to'</p>	<p>I know when to embed evidence into my writing. I know when to use subject specific terminology to support my interpretations. I know when to analyse the language and structural methods a</p>	<p>I know when to embed evidence into my writing. I know when to use subject specific terminology to support my interpretations. I know when to analyse the methods a writer uses to shape meaning.</p>	<p>I know when to embed evidence into my writing. I know when to use subject specific terminology to support my interpretations. I know when to analyse the methods a writer uses to shape meaning. I know when to link my analytical ideas to context surrounding the text and its reception. I know when to evaluate the possible authorial intentions of my text.</p>	<p>I know when to embed evidence into my writing. I know when to use subject specific terminology to support my interpretations. I know when to analyse the methods a writer uses to shape meaning. I know when to link my analytical ideas to context surrounding the text and its reception. I know when to evaluate the possible authorial intentions of my novel.</p>

	<p>writer uses to shape meaning.</p> <p>I know when to draw on similarities and differences between two poems.</p> <p>I know when to link my analytical ideas to context surrounding the text and its reception.</p> <p>I know when to evaluate the possible authorial intentions of my novel.</p>	<p>I know when to link my analytical ideas to context surrounding the text and its reception.</p> <p>I know when to evaluate the possible authorial intentions of my novel.</p> <p>I know when to employ figurative language devices and structural features for specific effect in my own narrative and descriptive writing.</p>	<p>I know when to use comparative discourse markers to guide my comparison of texts.</p> <p>I know when to employ figurative language devices and structural features for specific effect in my own informative/ explanatory/ persuasive writing.</p>	<p>I know when to employ figurative language devices and structural features for specific effect in my own narrative and descriptive writing.</p> <p>I know when to employ figurative language and rhetoric devices and structural features for specific effect in my own writing to argue/ inform/persuade work.</p>
Key Questions	<p>How are key themes and ideas constructed and utilised?</p> <p>How does historical, social, cultural and political context influence the construction and reception of a text?</p>	<p>How is character constructed?</p> <p>How are key themes constructed and utilised?</p> <p>How does historical, social, cultural and political context influence the construction and reception of a text?</p>	<p>How is character constructed?</p> <p>How are key themes constructed and utilised?</p> <p>How does historical, social, cultural and political context influence the construction and reception of a text?</p> <p>How are key attitudes and perspectives presented in non-fiction texts?</p>	<p>How is character constructed?</p> <p>How are key themes constructed and utilised?</p> <p>How does historical, social, cultural and political context influence the construction and reception of texts?</p>
Assessment topics	<p>Comparison of two poems exploring the similarities and differences in the way a key theme or idea is presented. One named poem, one poem of student choice.</p>	<p>Full Literature Paper 1 – 1x Shakespeare question, 1x 19<sup>th</sup> century novel question</p> <p>Full Language Paper 1 – Explorations in creative reading and writing</p>	<p>Full Literature Paper 2 – 1x modern text question, 2x unseen poetry questions</p> <p>Full Language Paper 2 – Writers’ viewpoints and perspectives</p>	<p>External examinations:</p> <p>GCSE English Language 8700/1 - Explorations in creative reading and writing</p> <p>GCSE English Language 8700/1 - Writers’ viewpoints and perspectives</p> <p>GCSE English Literature 8702/1 – Shakespeare and the 19<sup>th</sup> century novel</p> <p>GCSE English Literature 8702/1 – Modern texts and poetry</p>
Cross curricular links/Character Education	<p>How do we engage with ideas of war and conflict?</p> <p>How do we engage with ideas of human conflict?</p> <p>Link to Photography – my surroundings (architecture)</p>	<p>How do we revise effectively?</p> <p>How does society influence expectations of our gender?</p> <p>How does an individual construct their identity?</p>	<p>How does society influence expectations of our gender?</p> <p>How does an individual construct their identity?</p> <p>How do we establish ideas of community and unity?</p> <p>How do we manage our own desires and aspirations against a greater and shared common good?</p> <p>How do we ensure we take responsibility for our actions?</p>	<p>How do we revise effectively?</p> <p>How will the skills we have developed studying English help us progress in the next stage of our education?</p>

	<p>Links to History – USA 1954-1975</p> <p>Links to Music – composing and rhythms</p> <p>Links to RE – relationships and family, religion and life</p> <p>Links to PSHE – emotions and feelings</p>	<p>How do we establish ideas of community and unity?</p> <p>How do we manage our own desires and aspirations against a greater and shared common good?</p> <p>How do we ensure we take responsibility for our actions?</p> <p>Links to Art – my surroundings</p> <p>Links to Business – business operations (A Christmas Carol/ Great Expectations/ The Sign of the Four)</p> <p>Links to Biology – the human anatomy (Frankenstein, Jekyll and Hyde)</p> <p>Links to Drama – Frankenstein, performing</p> <p>Links to Geography – physical landscapes and urban issues, the living world</p> <p>Links to History – crime and punishment, Whitechapel, the Elizabethans</p> <p>Links to Maths – sequences and patterns</p> <p>Links to Music – music for stage and screen</p> <p>Links to RE – relationships and family, religion and life</p> <p>Links to PSHE – emotions and feelings</p>	<p>How does family shape who we are?</p> <p>Links to Geography – the changing economic world</p> <p>Links to History – crime and punishment</p> <p>Links to Media – newspapers, radio</p> <p>Links to RE – Christian practices</p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--
