

Jesmond Park Academy, English Long Term Plan

Year 11 Topics

In year 11 we teach the following modules over the course of the year. Each module draws on prior learning from KS3 and builds on understanding from the KS3 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4.

Topic	Rationale	Knowledge Acquisition	Key Vocabulary	Core English Skills	Enrichment
(HT1) 'An Inspector Calls'	Students will be able to use their prior knowledge of the Edwardian context and previous analysis of drama texts at KS3 to understand and critically evaluate 'AIC'. Links can be made back to 'ACC' when we consider how far society has really changed from the 19 th century to 1912/1945 and the present day. Key themes such as the abuse of power by Scrooge and Birling link the texts. Students will be able to make an informed personal response to the text.	<ul style="list-style-type: none"> ● How setting contributes to theme. ● How language aids characterisation. ● Morality play. ● Structural devices – specific to the construct of a play – dramatic and retrospective irony. ● Language analysis – close word level analysis of specific sections and devices used. ● 1900 - 1945 contextual ideas including: 'Socialism & Capitalism', 'Class Politics' & 'The Role of Women in Society'. 	<p>Tier 3</p> <ul style="list-style-type: none"> ● Dramatic irony ● Retrospective irony ● Symbolism ● Exposition ● Rising/falling action ● Resolution ● Euphemism ● 4th wall ● Cliffhanger ● Capitalism ● Socialism ● Edwardian era ● Allusion <p>Tier 2</p> <ul style="list-style-type: none"> ● Altruistic ● Conscience ● Gluttonous ● Hypocritical ● Bourgeoisie ● Destitute ● Disparity ● Exploitative ● Wrath ● Scruple 	<ul style="list-style-type: none"> ● Recall key aspects of the play/ quotations to support / demonstrate holistic understanding of story (A01) ● Explain, analyse, critique writer's use of method / technique, device (A02) ● Analyse how writer intends to influence readers / audiences to achieve his desired effect (A02) ● Explain, analyse, critique writer's use of structural features throughout the play and evaluate the intended effect (A02) ● Use appropriate subject terminology when evaluating techniques / devices (A02) ● Link analysis to contextual details surrounding the time period and author's wider intentions (A03) 	

<p>(HT2)</p> <p>Power and Conflict Poetry: Conflict poems <i>The Charge of the Light Brigade, Bayonet Charge, Remains, Poppies, War Photographer, Tissue, The Emigree, Checking Out Me History, Kamikaze</i></p>	<p>Students will now develop their understanding of poetry from Y10 further with a focus on the poems that are linked thematically to the presentation of conflict.</p>	<ul style="list-style-type: none"> Consolidation of previous knowledge acquisition relating to poetry. 	<p>Tier 3</p> <ul style="list-style-type: none"> Dactylic metre In media res Enjambment Colloquialism Hyperbole Juxtaposition Sibilance Caesura Semantic field Irregular rhyme Repetition <p>Tier 2</p> <ul style="list-style-type: none"> Incantations Blundered Patriotic Spasm Spools Impassively Luminous Monolith Docile Turbulent 	<ul style="list-style-type: none"> Identify poems which are comparable on theme / meaning / message (A01) Select and recall appropriate text references to support ideas (A01) Identify / discuss the similarities / differences between two poems by analysing poets use of language and structural devices. (A02) Analyse, explain, comment on, compare and critique how poets use particular language devices and evaluate their effectiveness – how do they influence a reader? (A02) Analyse, explain, comment on, compare and critique how poets use particular structural devices and evaluate their effectiveness – how do they influence a reader / poet’s message (A02) Identify / recall / use appropriate subject terminology when evaluating devices (A02) Evaluate poets message explored in the poem and link to contextual knowledge (A03) 	
<p>(HT3)</p> <p>Literature revision (1 week followed by 2 x mock weeks)</p> <p>Unseen poetry (3-4 weeks)</p>	<p>Students will now develop their understanding of poetry from Y10 and in the previous half term further but focused on analysing and comparing unseen poems.</p>	<ul style="list-style-type: none"> Consolidation of previous knowledge acquisition relating to poetry. 	<ul style="list-style-type: none"> Revision of previous tier 3 vocabulary. New tier 2 vocabulary taught in relation to poems studied. 	<ul style="list-style-type: none"> Select and recall appropriate text references to support ideas (A01) Identify / discuss the similarities / differences between two poems by analysing poets use of language and structural devices. (A02) Analyse, explain, comment on, compare and critique how poets use particular language devices and evaluate their effectiveness – how do they influence a reader? (A02) 	

				<ul style="list-style-type: none"> ● Analyse, explain, comment on, compare and critique how poets use particular structural devices and evaluate their effectiveness – how do they influence a reader / poet’s message (A02) ● Identify / recall / use appropriate subject terminology when evaluating devices (A02) ● Evaluate poets message explored in the poem and link to contextual knowledge (A03) 	
(HT4 & 5) Language and Literature Revision	In the run up to the GCSE exams students will revise all key content in this half term on rotation to ensure that vital content is secure and students have a solid understanding of the requirements of each exam and section.				