

| Year 11                           | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  |
|-----------------------------------|---|--|---|---|
| Theme                             | Identity  | Tragedy  | GCSE Knowledge Revision   | Bespoke Revision/GCSE Exam Prep'  |
| Literary Heritage                 | Poetry Anthology  | Shakespeare  |   |   |
| Text(s)                           | Checking out Me<br>History'<br>'Tissue'<br>'The Emigree'<br>'Ozymandias'  | 'Macbeth'  | Unseen poetry (war conflict on young men):<br>'Arms and the Boy'<br>by Wilfred Owen<br>'The Hurt Locker'<br>by Brian Turner<br><br>Revisiting:<br>'An Inspector Calls'<br>'A Christmas Carol'   | Revisiting:<br>Poetry Anthology<br>Language Paper 1<br>Language Paper 2<br>'Romeo and Juliet' |
| Literary Studies                  | CORE READING: analysing language, applying context, embedding literary theory into essays, considering more than one perspective, comparison.<br><br>CORE KNOWLEDGE: British history, diversity and Caribbean heritage, the oral tradition, nostalgia and identity, humanity and freedom, culture and racial identity, racism, discrimination, Carl Jung (analytical psychology). | CORE READING: analysing language, applying context, embedding literary theory into essays, considering more than one perspective, comparison.<br><br>CORE KNOWLEDGE: Roman mythology, classical and biblical allusion, Elizabethan era, Shakespearean tragedy, dramatic conventions, foreshadowing, façade and flaw, character development, patriarchy, Simone De Beauvoir (feminism). | Revisit: The art of Rhetoric<br>How PAF shapes texts<br>How all text types are different, yet similarly linked<br>How texts have evolved over time<br>How language shapes meaning<br>How to plan, draft and edit composition<br>How context informs meaning<br>Why not analysing through a lens of modern values is important<br>How to link personal, aesthetic appreciation to texts<br>Why having a voice is important<br>How to communicate effectively<br>Using imitation from reading to writing<br>Context over time<br>The difference between narrative, narrator and writer<br>Applying literary theory across all literature texts. | Revisit: Language skills<br>Literature skills<br>SPaG   |
| Writing: Composition and Rhetoric | CORE SKILLS: comparative essay, memorising key quotations and context.<br><br>MAIN FOCUS OF SKILL: comparing the perspectives of two texts and organising material using factual detail.  | CORE SKILLS: essay writing of character/theme.<br><br>MAIN FOCUS OF SKILL: analysing an extract and whole text, selecting and embedding textual evidence, embedding literary theory into essay, applying context, analysing extract and whole text.  |   |   |
| Grammar and Vocab                 | GRAMMAR KNOWLEDGE: organisation: lines, stanzas, enjambment and rhythm<br>Form and meter, rhyme, caesura.<br><br>KEY TERMINOLOGY: identity, diversity, phonetics, tradition, Standard English, paradox, oppression, Petrarchan, synecdoche, myotomy.  | GRAMMAR KNOWLEDGE: stage directions and theme, possessive pronouns, tense, sentence demarcation. Apostrophe in omission. Thee, thou and thy.<br><br>KEY TERMINOLOGY: prologue, tragedy, foreshadowing, dramatic irony, patriarchy, submissive, motif, symbolism, prose, sonnet, soliloquy, conflict, iambic pentameter.  |   |   |
| Oracy                             | Poem recital<br><br>AIM: moving and motivating an audience.   | Pedagogical session<br><br>AIM: teaching peers.  |   |   |