

## Key Stage 4 Yr11

|  | Topic / Objectives  | Knowledge taught   | Big picture links  | Keywords   | Key Skills   |
|--|---|--|--|--|--|
| Autumn Term<br>1 <sup>st</sup> Half-term | <p><b>Inspector Calls</b></p> <p><b>-Social and historical context</b></p> <p><b>-Key characters</b></p> <p><b>-Authorial intent</b></p> <p><b>-Key themes of responsibility and equality</b></p> | <p>-Explain how social and historical context relate to the text</p> <p>-To understand life between 1912 - 1946</p> <p>-The impact of the WW1 &amp; WW2 on British society and their values</p> <p>-To understand the writers intention and subsequent themes of responsibility and equality</p> <p>-The exploration of characterisation</p> <p>-To be able to identify and comment on dramatic devices</p> <p>-Explore the importance of gender in the play</p>   | <p>PSHE –Health and wellbeing (coping with stress/nature and causes of stress)</p> <p>Art – Natural forms/identity</p> <p>SPDM – Sustainability/ Structures and forces</p> <p>Science – Disease and Bioenergetics/ Periodic table and chemical processes</p> | <p>Equality</p> <p>Responsibility</p> <p>Hierarchy</p> <p>Capitalism</p> <p>Socialism</p> <p>Edwardian society</p> <p>Dramatic irony</p> <p>Exploitation</p> | <p>Analysis of writer’s methods with subject/language terminology.</p> <p>-Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task.</p> <p>-Use structured paragraphing (PEE/PETER)</p> <p>-Awareness of writer making deliberate choices</p> <p>-Inference</p> <p>To identify and comment on dramatic devices</p> <p>Ensure response is linked to social and historical context</p>  |
| Autumn Term<br>2 <sup>nd</sup> Half-Term | <p><b>Partial continuation of Inspector Calls Unseen Poetry</b></p>   | <p><i>*Will use <u>some</u> Power and Conflict poems to relay skills needed for unseen poetry</i>How do the poets of ‘Ozymandias’ and one other poem of your choice present ideas on power and conflict or the power of nature?</p> <p>How do the poets of ‘remains’ and one another poem of your choice convey feelings on the intensity of war?</p> <p>Compare the ways the poets of ‘Kamikaze’ and another of your choice convey ideas about of old memories and loss?</p> <p>Compare the ways the poet of ‘Checking Out Me History’ and one other poem of your choice present ideas on inequality and identify.</p> <p>To be able to analyse unseen poetry (section C) using the above knowledge gained over the unit.</p> | <p>PSHE – Health and wellbeing (self-reflection and the nature of stress)</p> <p>Relationships and personal values</p> <p>Relationships (British values/challenging extremism...)</p> <p>Art - Identity</p> <p>Science - Disease and Bioenergetics</p>       | <p>Sonnet,</p> <p>Stanza,</p> <p>imagery, tone,</p> <p>couplet,</p> <p>assonance,</p> <p>war, loss,</p> <p>identity,</p> <p>conflict,</p> <p>memories</p>    | <p>How to use evidence for every point made – ensuring choices are selective.</p> <p>-How to embed quotations so that writing is sophisticated</p> <p>-Identify and discuss the use of language, imagery, structure AND tone.</p> <p>-To explore evidence for less obvious/hidden meanings.</p> <p>-To show how the poet get their ideas across. Subject terminology (references to the poetic devices) throughout your response.</p> <p>-How to structure their writing to explore the impact on the reader.</p> <p>-To incorporate the influence of the events happening at the time i.e. the social context into their response. Building on PEE paragraph to incorporate the technique (PETER paragraph.</p> |

|   |  |   |  |   |   |
|---|--|---|--|---|---|
| <p>Spring Term<br/>1<sup>st</sup> Half-Term</p> | <p><b>-The Strange Case of Jekyll and Hyde</b><br/>         -Social and Historical Context<br/>         -Key themes of duality<br/>         -Exploration of the main characters<br/>         -Importance of the setting .<br/>         -Violence and brutality</p> | <p>-Darwin's The Theory of Evolution, The Victorian Gentlemen, reputation and Jack the Ripper.<br/>         -Exploration of good vs. evil, religion vs. science, social class and morality, the conditions in London.<br/>         -The narrative of Utterson and relation to social context.<br/>         -How setting relates to the duality of Jekyll and Hyde.<br/>         -The exploration of language used to describe Hyde as a violent and barbaric character.<br/>         -Explore the sense of fear that is created through mystery and the main character.</p>   | <p>PSHE-Relationships<br/>         Healthy lifestyles<br/>         Health and wellbeing<br/>         Science-Disease and Bioenergetics<br/>         Art – identity<br/>         SPDM- Lamp project</p> | <p>Labyrinth, repression, secrecy, suspense, duality, evolution, supernatural, gothic, fear, Darwinism, Victorian society, science.</p> | <p>-Be able to maintain a critical style and develop an informed personal response<br/>         -Use textual references, including quotations, to support and illustrate interpretations.<br/>         -Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.<br/>         -Use a range of vocabulary and sentence structures for clarity, purpose and effect.</p>  |
| <p>Spring Term<br/>2<sup>nd</sup> Half-Term</p> | <p><b>Macbeth</b><br/> <b>-Social and historical context</b><br/> <b>-Macbeth as a hero</b><br/> <b>-Witchcraft</b><br/> <b>-Lady Macbeth</b><br/> <b>-The role of a Tyrant</b></p>  | <p>- To look at the role of women in a Jacobean society. Queen Elizabeth 1 and James 1 succession. Belief in witchcraft in 17th century. The Divine right of kings<br/>         -The role Macbeth and Banquo play in the battle against Scotland and the characterisation of Macbeth as a hero.<br/>         -The role of the witches in the play and how they manipulate Macbeth to set of a chain of evil events.<br/>         -The emergence of Lady Macbeths ambition which leads to her being practical and cold and eventually a tormented soul. The analysis of animal symbolism.<br/>         -To analyse Macbeth's role as a tyrant or a brave soldier to the end.</p> | <p>PSHE -Relationship and personal values<br/>         Relationships<br/>         Healthy lifestyles<br/>         Health and wellbeing<br/>         Art - identity</p>                                 | <p>Divine order, Jacobean society, ambition, paradox, soliloquy, dramatic irony, witchcraft, tyrant, bravery</p>                        | <p>To understand the social and historical context of the Jacobean and the Elizabethan era.<br/>         Be able to maintain a critical style and develop an informed personal response<br/>         -Use textual references, including quotations, to support and illustrate interpretations.<br/>         -Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.<br/>         -Use a range of vocabulary and sentence structures for clarity, purpose and effect.</p> |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| <p>Summer Term<br/>1<sup>st</sup> Half-Term</p> | <p>Non-fiction<br/>Touching the Void<br/>Tsunami<br/>Shark Attack</p> <p>Exam practice<br/>Paper 2 Q5 &amp; Paper 1</p> | <p>-How are Joe's thoughts and feeling explored through language and sentence structure?<br/>How is language used in the non-fiction text 'Tsunami'?<br/>Explain how you find the non-fiction text 'Shark Attack' tense and exciting<br/>To be able to identify and use persuasive techniques<br/>To be able to construct a clear argument<br/>To compare and contrast 19th C and 20th C texts<br/>To be able to compare and contrast non-fiction text<br/>To be able to comment on the structure of a text<br/>To analyse a range of fiction texts</p>   | <p>PSHE –Health and wellbeing (coping with stress/nature and causes of stress)<br/>Art – Natural forms/identity<br/>SPDM – Sustainability/<br/>Structures and forces<br/>Science – Disease and Bioenergetics/<br/>Periodic table and chemical processes</p> | <p>Ellipsis,<br/>pathetic fallacy,<br/>Foreshadowing<br/>connectives<br/>Metaphor/simile</p>  | <p>Understand, describe and select information, events from the text using referencing and quotations. Uses paragraphs to sequence ideas to enhance meaning.<br/>-To be able to de-code the text and read for meaning<br/>-Deduce, infer or interpret information events or ideas from the text<br/>-To be able to identify and comment on the structure and organisation of the text<br/>-Relate text to cultural, social and historical traditions<br/>-Identify and use a range of persuasive and literary devices.<br/>Building on PEE paragraph to incorporate the technique (PETER paragraph).</p> |
| <p>Summer Term<br/>2<sup>nd</sup> Half-Term</p> | <p><b>REVISION EXAM PRACTICE</b></p>  | <p>-To understand the sequence of papers (English language/Literature) and the number of marks assigned to each paper.<br/>-To understand the importance of timing with regards to different questions and the marks assigned to each question. Learning how much to write in each section of an exam.<br/>To understand the set of skills needed for each question for example the need to compare and contrast or imagine and describe.<br/>To understand how to scan and extract information effectively<br/>To understand how to identify different language techniques and structure paragraphs effectively.</p> | <p>Science - Exam practice</p>  | <p>Setting<br/>Infer<br/>Suspense<br/>Analysis<br/>tone<br/>atmosphere<br/>Characterization<br/>Structure<br/>Viewpoint<br/>Repetition<br/>Adjectives and adverbs<br/>Proof reading</p> | <p>Planning questions and structuring work<br/>Evaluating the skills needed to answer different types of questions<br/>Scanning extracting language language techniques<br/>Structuring writing coherently for maximum effect using PETER paragraphs<br/>Proof reading</p>   |