

Year 11

Students will enter their final year of GCSE study with the aim of building maturity into their reading, analysis, critical thinking, and writing skills. It is here that they will be able to reflect on how and why writers explore the world around them – their politics, ethics, emotions and experiences – with an assuredness that comes from the breadth and depth of the curriculum at KS3 and Year 10. Students will develop the confidence to express themselves, to have faith in their own opinions and how they shape them in both spoken and written formats, and to articulate critical and creative approaches with the success that will give them the poise to perform in the GCSE exams and beyond.

Building maturity into knowledge and skills	Term 1 (14 weeks)		Term 2 (12 weeks)		Term 3 (6 weeks in build-up to exam season)	
	Literature	Language	Literature	Language	Literature	Language
	<p>Macbeth Crafting Stage (3 8 weeks) <u>Knowledge</u> Concept of power Violence as restorer or destroyer of power Leadership/lineage Supernatural disruptor of power Impact on Scotland Understanding relationships between Macbeth and Lady Macbeth Gender roles – conforming to or rejecting</p> <p><u>Skills</u> Explore cycles of power (structure) Contrast characterisation of Macbeth to others with power Examine imagery of power Examine dramatic choices Building essay skills – starting with ‘why’ (authorial intent)</p>	<p>Paper 2 – Crafting Stage (5 weeks – 10 lessons) <u>Knowledge</u> Exam questions – focus, skills, marks, approach – Section A <u>Skills</u> Crafting and sharpening scanning and inference skills. Making more definitive links between language choices to create deeper meanings and understanding. Sharper understanding of attitudes and how changes in attitude are identified in writing. Crafting how to compare attitudes and perspectives – a focus on methods.</p> <p>Paper 2 – Opinion Writing (4 weeks – 8 lessons) <u>Skills</u> Generating clear opinions and crafting towards audience. Sharpening vocabulary choices Developing quality rhetorical skills – grammatical choices, language devices Structure – flexibility</p>	<p>An Inspector Calls Crafting/ mastering (5 weeks – 15 lessons) <u>Knowledge</u> Pivotal points in each Act Priestley’s politics Understanding GCSE exam-style questions and the mark scheme. <u>Skills</u> Planning without an extract – how to shape argument Exploring dramatic methods ‘What, how, why’ with maturity</p> <p>The Sign of Four crafting/ mastering (5 weeks – 15 lessons) <u>Knowledge</u> So4 Structure – chapters Genres in So4 – detective, adventure, gothic Key themes – Victorian fear, Empire & Imperialism, Wealth & Greed, Evil & Justice <u>Skills</u> How to overlap genre traits with key themes – enriching understanding and analysis How to write GCSE-style responses – extract analysis, approaching arguments to So4 questions.</p>	<p>Paper 1 – Narrative writing (6-7 weeks inc. mock period) <u>Knowledge</u> Narrative choices – structures of narrative (flashbacks, dialogue, plot) Narrative structures – Character, setting, time, transitions & movements.</p> <p><u>Skills</u> How to examine writers’ intentions when using structure – analytical writing How to construct own structural choices for effect. Writing the ‘5 minute snapshot’</p>	<p>Anthology Poetry – crafting/ mastering (2 weeks – 6 lessons) <u>Knowledge</u> Various poems to analyse. Poetic intentions – using the exam question to guide. <u>Skills</u> How to construct exam-style responses under time constraints. Quick annotation and planning. How to write quick comparison of methods for Part 2 of exam.</p> <p>Macbeth – Crafting/mastering (4 weeks – 12 lessons) <u>Knowledge</u> Methods – structure, motifs, character development and contrasts Themes – recap importance of themes to contextual factors. Recap exam timings and skills. <u>Skills</u> How to form conceptual arguments Effective intros and conclusions Planning in the exam – how to stick to timings</p>	<p>Paper 1 – Mastering Section A&B (3-4 weeks) <u>Knowledge</u> Exam walkthrough</p> <p><u>Skills</u> Mastering all skills from the crafting stage – building understanding of how to work under exam timings whilst developing sharp and developed exam responses.</p> <p>Bespoke revision</p> <p>For the final half-term, teacher will shape bespoke revision for both Language papers.</p> <p>Teachers will aim to cover the quality of writing here in both fiction and non-fiction.</p> <p>However, skills for the reading section of both exams should be covered as required for each class and individual students.</p>
<p>Anthology Poetry – Introductions stage (6 weeks 21 lessons) <u>Knowledge</u> Poetic form, structure and language devices, Understanding all poems from the anthology. Contexts and themes <u>Skills</u> Poetic messages through structure and form. Poetic language devices and symbols to reflect thematic meanings of the poems.</p>	<p>Paper 1 – Crafting reading skills (5 weeks) <u>Knowledge</u> Exam questions – focus, skills, marks, approach – Section a <u>Skills</u> Crafting understanding of the ‘main image’ created by writers through language. Sharpening structural knowledge – character/setting juxtaposition and development Critical thinking to help evaluate opinions on writers’ intentions and successes.</p>	<p>Unseen Poetry Crafting section (2 weeks – 6 lessons) <u>Knowledge</u> Recap exam question format (2 parts) and approaches. Poetic intentions – using the exam question to guide. <u>Skills</u> How to construct exam-style responses under time constraints. Quick annotation and planning. How to structure responses – using the structure of the poem – for Part 1 of exam.</p>	<p>Paper 2 – Mastering Section A&B (6 weeks – 12 lessons) <u>Knowledge</u> Exam walkthrough</p> <p><u>Skills</u> Mastering all skills from the crafting stage – building understanding of how to work under exam timings whilst developing sharp and developed exam responses.</p>	<p>Bespoke Literature revision (1 week – 3 lessons)</p> <p>Teachers to choose areas of particular focus for their classes and individual students.</p> <p>Revision will be bespoke for each student to maximise their potential to succeed in forthcoming GCSE exams.</p>		