Subject :	English Literature		Year Group:	11							
	June - July	Half term 1	Half term 2 (a)	Half term 2 (b)	Half term 2 (b)	Half term 3 (a)	Half term 3 (b)	Half term 4 (a)	Half term 4 (b)	Half term 4 ©	Half term 5
Scheme title	**Literature Paper 2 - An Inspector Calls**	**Literature Paper 2 Revision of An Inspector Calls, Power and Conflict. Unseen**	**Language Paper 2.**	**Literature Paper 1 - Christmas Carol**	**Literature Paper 1 -Frankenstein**	**Literature Paper 1 - Romeo and Juliet**	**Language Paper 1.**	**An Inspector calls Revision**	**Power and Conflict Poetry**	**Unseen Year 11**	**Rolling revision**
Knowledge in sequence	"An Inspector Calls•Revise the plot in regards to key elements of stage craft: timing, setting, entries, exits, irony, Priestley's own interest in the concept of time. •Revision of specific context (J B Priestley's life, socialism, 1912-1945 period, suffragette movement) •Character analysis •Theme analysis •Embedding key quotations •Application of literary historical knowledge (development of the genre) and literary theories. •Exam technique"	An Inspector Calls•Revise the plot in regards to key elements of stage craft: timing, setting, entries, exits, irony, Priestley's own interest in the concept of time. •Revision of specific context (J B Priestley's life, socialism, 1912-1945 period, suffragette movement) •Character analysis •Theme analysis •Embedding key quotations •Application of literary historical knowledge (development of the genre) and literary theories. •Exam technique Power and Conflict Anthology Knowledge of the use of context, language, structure and form in all 15 poems in the Power and Conflict section of the AQA anthology.	Reading •Identifying true information in a text •Summarising the similarities/differences between texts •Identifying the attitudes expressed by writers in non-fiction writing •Comparing writers' different attitudes •How to structure answers to Questions 2-4 effectively •Writing Understanding and exploring the different form, purposes and audiences of transactional writing •Browing and being able to use a wider range of more sophisticated writing techniques (humour, sarcasm, anecdotes) •Using example pieces of transactional writing as style models •How to structure different types of non-fiction texts effectively •Using language and structure to effectively convey a point of view on a topic •Exam timings	•Revise the plot and the construction of the novel (into 'Staves' (why 'staves', novel form) •Character analysis (Scrooge, Fred and his family, Cratchits, ghosts) •Theme analysis (Poverty, family, greed, morality, supernatural, social responsibility) •Revision of literary, social and historical context	•Revise the plot and the construction of the novel including the structural use of Prometheus, Rime of the Ancient Mariner and Paradise Lost. •Character analysis (Victor, monster, Henry, Elizabeth, Justine, minor characters). Analyse elements of language, structure, form. •Theme analysis (family, knowledge, love, power, prejudice, isolation, science, religion, gender). Analyse elements of language, structure, form. •Revision of literary (gothic genre), social and historical context (Rousseau and the 'noble savage', French revolution, Enlightenment and Romanticism, Shelley's personal life) •Application of literary theories (Freud, Marxism, Feminism)	•Revise the plot – map against Aristotle's tragedy arc •Revise the characters – key quotations (with analysis and interpretation) •Revise themes (love, conflict, death, family, generations, duty, honour) – key quotations (with analysis and interpretation) •Revise literary, social and historical context	Analysis of the 3 selected extracts: The Sound of Thunder, City of Beasts and Glass, Bricks and Dust	•Revise the plot in regards to key elements of stage craft: timing, setting, entries, exits, irony, Priestley's own interest in the concept of time. •Revision of specific context (J B Priestley's life, socialism, 1912-1945 period, suffragette movement) •Character analysis •Theme analysis •Embedding key quotations •Application of literary historical knowledge (development of the genre) and literary theories. •Exam technique	Knowledge of the use of context, language, structure and form in all 15 poems in the Power and Conflict section of the AQA anthology.	•Understand the rubric of the exam •Q1: analyse one poem (24 marks) AO1 & AO2 Intro: key idea 1.Analyse language 2.Analyse language 3.Analyse narrative perspective and / or structure and form Conclusion: key idea. •Q2: compare two poems (8 marks) AO2 only No intro required. Analyse two techniques (language, structure or form) from each poem. Write two comparative PEEs. No conclusion required	You will revise all the units of work for English Language and English Literature. Please refer to previous schemes in Y11.
Skills	•Themes (social responsibility, gender, social class) •Language/structural analysis – exploring effects and writers' intentions •How to revise a lit text + toolbox of skills •Essay writing skills	•Themes (social responsibility, gender, social class) •Language/structural analysis – exploring effects and writers' intentions •How to revise a lit text + toolbox of skills •Essay writing skills Power and Conflict Anthology Maintaining a line of argument. In depth analysis of language structure and form. Comparison of two poems on a key theme related to power and conflict.	•Select appropriate evidence from two non-fiction texts •Make inferences about how texts are similar/different in their approach to a topic •Know subject specific terminology: •Understand the terms form, purpose and audience •Be able to identify the form, purpose and audience of different texts (articles, speeches, diary entries, essays, letters) •Explore 19th and 20th/21st century texts with different purposes: Inspiring Instruct/advise Argue Persuade •Identify the language techniques used in non-fiction texts •Analyse the use of language techniques in non-fiction texts •Identify the perspective of a writer •Compare the perspectives of two writers, explaining how and why they are similar/different •Identify the attitudes/feelings/ideas two writers are expressing about a topic •Select evidence from two texts that supports inferences about writers' attitudes/feelings/ideas •Using language for impact: Writing to explain Writing to instruct/advise Writing to argue Writing to persuade •Use a variety of language and structural devices in own non-fiction writing •Use original and ambitious vocabulary in own non-fiction writing •Write accurately, focusing on high-frequency spelling and basic punctuation: full stop, comma, apostrophe for possession, speech marks, question mark •Spell more ambitious vocabulary consistently accurately •Use a wider range of punctuation for effect: colon, semi-colon, parentheses •Question timings (see knowledge organiser) •Exam answer structures (see knowledge organiser)	•Structuring an essay with a line of argument using an extract as the starting point. •Using embedded quotations •Analysing elements of language, structure and form •Quote retention	•Structuring an essay with a line of argument using an extract as the starting point. •Using embedded quotations •Analysing elements of language, structure and form Quote retention	•Structuring an essay with a line of argument using an extract as the starting point. •Using embedded quotations •Analysing elements of language, structure and form •Quote retention	Reading •Retrieval skills for Q1: 'list four things" •Language analysis for Q2: zoom in on key words, explore connotations, engage with figurative language and imagery •Structural analysis for Q3: "why this, here?" – these texts are all very good (in different ways) for exploring the structural choices made by writers, so this should be prioritised when teaching this scheme •Evaluation for Q4: finding debatable words in the question, unpicking them and then evidencing using skills practised in Q2 and Q3. Writing •The importance of original interpretations •Adopting interesting perspectives •The importance of tone and atmosphere •All elements of SPAG •Writing based on a picture	•Themes (social responsibility, gender, social class) •Language/structural analysis – exploring effects and writers' intentions •How to revise a lit text + toolbox of skills •Essay writing skills	Maintaining a line of argument. In depth analysis of language structure and form. Comparison of two poems on a key theme related to power and conflict.	•Analysing poetry (drive with an idea and support with analysis of language and narrative perspective and form) •Structuring an essay	All previous skills identified
Key Words	Socialism (Political theory) Capitalist Didactic Polemic Patriarchal Fourth wall Morality Caricature	Socialism (Political theory) Capitalist Didactic Polemic Patriarchal Fourth wall Morality Caricature Monologue Caesura Enjambment Free Verse Rhyme Volta Couplet Sonnet Refrain Stanza	Figurative language (metaphor, simile, personification) Imagery Symbolism Word classes Sentence forms Structural devices (paragraphs, openings, headings, subheadings, repetition, rhetorical devices)	Simile Motif Allegory Novella Resolution Redemption	Epistolary Novel Frame Narrative Allegory Foreshadowing- Transgression Age of Enlightenment	Foreshadowing Hamartia Sonnet Dramatic Irony Juxtaposition Motif	Semantic field Juxtaposition Simile Metaphor Structure Foreshadows Motif Pathetic fallacy Cyclical structure	Socialism (Political theory) Capitalist Didactic Polemic Patriarchal Fourth wall Morality Caricature	Poet Speaker Reader Form Structure Language Interpretation Comparison	Monologue Caesura Enjambment Free Verse Rhyme Volta Couplet Sonnet Refrain Stanza	All previous key words learnt
End Point	Students will be able to answer either a character based or theme based essay on the text.	Students will be able to answer all the given questions to the required times.	Students will be able to read, analyse and compare the given texts within the required times. Students can write in all of the required forms.	Students will be able to answer exam questions on all the characters and all the themes within the novel.	Students will be able to answer exam questions on all the characters and all the themes within the novel.	Students will be able to answer exam questions on all the characters and all the themes within the novel.	Students can analyse language and structure and critically evaluate a text. Students can write effectively to describe or narrate.	Students will be able to answer exam questions on all the characters and all the themes within the novel.	Students can write a full comparative essay on any named poem and one other from the anthology.	Students can read, interpret and compare two unseen poems.	Students will be prepared for the exams
Assessment method	Formative assessment will take place through Progress Points.	Formative assessment will take place through Progress Points, followed by a full summative assessment of the whole Lit Paper 2.	Formative assessment will take place through progress Points. The scheme will end with a summative assessment of the whole of Paper 2 (mock).	Formative assessment will take place through Progress Points. The scheme will end with a summative assessment in keeping with the GCSE question format (one 30 mark essay question. Extract to whole text format).	Formative assessment will take place through Progress Points. The scheme will end with a summative assessment in keeping with the GCSE question format (one 30 mark essay question. Extract to whole text format).	Formative assessment will take place through Progress Points. The scheme will end with a summative assessment in keeping with the GCSE question format (one 30 mark essay question + SPAG. Extract to whole text format).	Formative assessment will take place through Progress Points (Q3, Q5). The scheme will end with a summative assesment (GCSE Language Paper 1).	Formative assessment will take place through Progress Points. The scheme will end with a summative assessment in keeping with the GCSE question format (one 30 mark essay question + SPAG. Extract to whole text format).	Formative assessment will take place through Progress Points. The scheme will end with a summative assessment in keeping with the GCSE question format (one 30 mark essay question).	Formative assessment will take place through Progress Points (question a is out of 24 marks, question b is out of 8).	Exams