

Subject:	English language		Year Group:		11			
	June - July	Half Term 1 and 2 - sets 1&2	Half Term 3 and 4 - sets 3-5	Half term 2	Half Term 3	Half term 4	Half term 5	Half term 6
Scheme title	Romeo and Juliet by William Shakespeare	Frankenstein	Christmas Carol	Language Paper 2	Romeo and Juliet characters and themes	Language Paper 1	Literature Paper 2 – Power and Conflict	Spoken language
Knowledge	<ul style="list-style-type: none"> • Knowledge of plot and key events • Understanding of introduction and development of characters in the play • Understanding of the tragedy genre • Introduction to key context relevant to the play: Chain of Being, gender roles, Renaissance Italy, religion, marriage, Shakespeare's theatre • Understanding of key terminology concepts: 5 Act Play, dramatic irony, hamartia, fate versus free will, soliloquy • Understanding of key themes in the play: love, death, fate, power, conflict, parental relationships 	<ul style="list-style-type: none"> • Understanding of the whole plot of the text • Understanding of the different points of view/narrative perspectives the reader encounters • Knowledge of how characters in the text are introduced and developed • Understood and explored the development of themes in the novel: ambition, science versus religion, friendship, isolation, love, parenting, knowledge, nature, obsession, revenge • Definition of frame narrative and can explain how the text is a frame narrative and the impact of this • Knowledge of key areas of context: Romanticism, the Sublime, advances in science in the early 19th century, role of women in the early 19th century, Christian beliefs about creation, Mary Shelley's life and upbringing • Understanding of gothic conventions: the supernatural, pathetic fallacy, unreliable narrator, fear of the unknown 	<ul style="list-style-type: none"> • Understanding of the whole plot of the novel • Knowledge of how characters in the text are introduced and developed • Understand and explore the development of themes in the novel: charity, human kindness, Christmas, social responsibility, family, the supernatural • Knowledge of key areas of context: Dickens' life and political beliefs, Victorian society: poverty, education, medicine, poor laws, workhouses, prisons • Understanding of conventions: serial narratives, the gothic/supernatural • Focusing analysis on the writer's intentions • Being able to use wider context to enhance analysis of text (not bolting it on) 	<ul style="list-style-type: none"> • 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 2-5 effectively • Understanding and exploring the different form, purposes and audiences of transactional writing • Knowing 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 of each question 	<ul style="list-style-type: none"> • Knowledge of plot and key events • Understanding of development of characters in the play • Understanding of the tragedy genre • Knowledge of key context relevant to the play: Chain of Being, gender roles, Renaissance Italy, religion, marriage, Shakespeare's theatre • Understanding of key terminology concepts: 5 Act Play, dramatic irony, hamartia, fate versus free will, soliloquy • Understanding of key themes in the play: love, death, fate, power, conflict, parental relationships 	<ul style="list-style-type: none"> • Then Later, His Ghost – requires some understanding of the post-apocalyptic genre and Shakespeare's The Tempest to be understood fully • Death by Scrabble – requires basic understanding of the rules of scrabble! • The Flowers – requires understanding of sharecropping in post-slavery America and the practice of lynching as specific examples of systemic/institutionalised racism • Tell Tale Heart – some contextual knowledge of Allen Poe and attitudes to mental health in his era are important • Extract from Perfect – requires understanding of OCD and its impacts on sufferers 	<ul style="list-style-type: none"> • Knowledge of the use of context, language, structure and form in all 15 poems in the Power and Conflict section of the AQA anthology. 	<ul style="list-style-type: none"> • Researched details of students' chosen topic • Prepared questions
Skills	<ul style="list-style-type: none"> • Analysis of language and structure, and writer's specific choices • Use of key terminology such as: metaphor, simile, juxtaposition, imagery, pathetic fallacy, word classes, irony, stage directions, Act, Scene, prologue • Characters as constructs • Knowledge of how structure a Literature Paper 1 response (extract to whole text) • Linking the extract to elsewhere in the text; building purposeful wider text links • Focusing analysis on the writer's intentions • Being able to use wider context to enhance analysis of text (not bolting it on) • Knowledge of Shakespeare's tragedy plays – familiar characters/messages 	<ul style="list-style-type: none"> • Analysis of language and structure, and writer's specific choices • Use of key terminology such as: metaphor, simile, juxtaposition, imagery, pathetic fallacy, word classes • Characters as constructs • Knowledge of how structure a Literature Paper 1 response (extract to whole text) • Linking the extract to elsewhere in the text; building purposeful wider text links • Focusing analysis on the writer's intentions • Being able to use wider context to enhance analysis of text (not bolting it on) • Knowledge of Shakespeare's tragedy plays – familiar characters/messages 	<ul style="list-style-type: none"> • Analysis of language and structure, and writer's specific choices • Use of key terminology such as: metaphor, simile, juxtaposition, imagery, pathetic fallacy, word classes, narrative • Characters as constructs • Knowledge of how structure a Literature Paper 1 response (extract to whole text) • Linking the extract to elsewhere in the text; building purposeful wider text links • Focusing analysis on the writer's intentions • Being able to use wider context to enhance analysis of text (not bolting it on) 	<ul style="list-style-type: none"> • Skimming and scanning for information • Identifying explicit and implicit ideas in texts • Analysis of language and structural features used in texts • Exploring the effect on the reader/audience • Identifying writers' attitudes • Using appropriate 19th and 20th/21st century texts • Selecting texts that provide stretch and challenge • Scaffolding exam responses • Using language and structural features in own writing • Using a range of punctuation accurately and for effect • Showing an understanding of how to use different linguistic devices consciously and for effect • Using a range of ambitious vocabulary 	<ul style="list-style-type: none"> • Analysis of language and structure, and writer's specific choices • Use of key terminology such as: metaphor, simile, juxtaposition, imagery, pathetic fallacy, word classes, irony, stage directions, Act, Scene, prologue • Characters as constructs • Knowledge of how structure a Literature Paper 1 response (extract to whole text) • Linking the extract to elsewhere in the text; building purposeful wider text links • Focusing analysis on the writer's intentions • Being able to use wider context to enhance analysis of text (not bolting it on) • Knowledge of Shakespeare's tragedy plays – familiar characters/messages 	<ul style="list-style-type: none"> • 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 • Characters as constructs • Knowledge of how structure a Literature Paper 1 response (extract to whole text) • Linking the extract to elsewhere in the text; building purposeful wider text links • Focusing analysis on the writer's intentions • Being able to use wider context to enhance analysis of text (not bolting it on) • Knowledge of Shakespeare's tragedy plays – familiar characters/messages 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Oracy skills • Confidence • Body language and non-verbal communication skills • Vocabulary • Research skills • Developing a line of argument • Responding to feedback • Articulation • Speech writing (Language Paper 2)
Key Words	<ul style="list-style-type: none"> • Foreshadowing • Hamartia • Sonnet • Dramatic Irony • Juxtaposition • Motif 	<ul style="list-style-type: none"> • Epistolary Novel • Frame Narrative • Allegory • Foreshadowing • Transgression • Age of Enlightenment 	<ul style="list-style-type: none"> • Simile • Motif • Allegory • Novella • Resolution • Redemption 	<ul style="list-style-type: none"> • Hyperbole • Alliteration • Facts and opinions • Repetition • Rhetorical questions • Eloquent language • Statistics • Rule of three • Inclusive pronouns • Direct address • Metaphor • Imperative 	N/A	<ul style="list-style-type: none"> • Semantic field • Juxtaposition • Simile • Metaphor • Structure • Foreshadows • Motif • Pathetic fallacy • Cyclical structure 	<ul style="list-style-type: none"> • Poet • Speaker • Reader • Form • Structure • Language • Interpretation • Comparison 	<ul style="list-style-type: none"> • Oracy • Projection • Rhetorical devices • Tone • Pitch • Coherence
Assessment method	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. 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 writing section of the exam (a choice of two questions asking students to produce a piece of descriptive or narrative creative writing).	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 (Q3, Q5). The scheme will end with a summative assessment (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).	Peer feedback during the preparation stages followed by summative assessment of the final spoken presentation.