

Share Multi Academy Trust: Whitcliffe Mount School

Curriculum Planning

**Subject:** GEM                      **Year:** 11                      **Ability:**  
GEM –  
Target  
Grade 3-4

Term / Date(s)	Half Term 1 and 2 (15 weeks) Language	Half Term 1 and 2 (15 weeks) Literature	Half Term 3 and 4 (10 weeks) Language	Half term 3 (10 weeks) Literature	Half Term 4 (5 weeks) Literature	Term 3 – Half term 5 (7 weeks) Language	Term 3- Half term 5 (7 weeks) Literature	Term 3 - Half term 6 (7 weeks) Language	Term 3 - Half term 6 (7 weeks) Literature
<b>Topic</b>	Eduqas English Language Component 2 Section A: Non-fiction reading	AQA English Literature Paper 1 Shakespeare 'Macbeth' by William Shakespeare	Eduqas English Language Component 2 Section B: Transactional Writing	AQA English Literature Post 1914 Drama - Blood Brothers (5 weeks)	AQA English Literature 19 <sup>th</sup> Century Novel: 'A Christmas Carol' by Charles Dickens (5 weeks)	Eduqas English Language Component 1, Section A: Fiction Reading	AQA – English Literature Paper 2 - Power and Conflict Poetry	<b>Teacher discretion revision of lit texts and language skills (if in lessons)</b>	<b>Teacher discretion revision of lit texts and language skills (if in lessons)</b>
<b>Topic overview</b>  <b>Pupils will learn...</b>	Students will revisit how to recall and retain how to identify and interpret information and ideas from a range of non-fiction extracts. They will practise and embed the skill of how to analyse language and structure to understand how writers influence the reader. Students will revisit how to synthesise and compare evidence from different non-fiction texts.	Students will revise and embed knowledge of 'Macbeth'. Students will practise writing critically and will be able to discuss ideas in more depth.	Students will revisit and practise how to write a variety of transactional texts for a range of audiences and purposes.	Students will embed knowledge, analyse and critically explore the character development, themes and context of 'Blood Brothers'.	Students will revise/revisit how to analyse a Victorian writer's creation of character, use of language and construction of plot and to show understanding of the moral message of a text in preparation for a GCSE examination.	Students will revise how to identify and interpret information and ideas from a range of fiction extracts. They will also secure their skills on how to analyse language and structure to understand how writers influence the reader.	Students will revise the poems studied in year 10 and 11 and practise how to interpret the meaning and the moral message of the Power and Conflict anthology poems and to analyse the language, form, themes and structure of a selected number of poems. Students will embed skills on how to compare meaning, language, themes and structural features across a selected number of poems.		

<p><b>Components</b></p>	<p>Students will read and develop their understanding of a new range of non-fiction texts (these will be different to those used in English lessons), including a 21<sup>st</sup> and 19<sup>th</sup> Century resources, in order to make accurate inferences, building on their knowledge from Year 10.</p> <p>Students will practise, and become more confident in, selecting relevant, concise quotations in order to support an accurate viewpoint.</p> <p>Opportunities to embed this skill will be given via teacher support and independent tasks.</p> <p>Students will secure their understanding of reading and evaluating new non-fiction texts (different from English lessons) in order to come to a considered judgement.</p> <p>Students will become more secure in identifying language and structural features in order to comment on the technique successfully in order to write concisely and cover a range of textual references.</p> <p>Students will revisit recalling and retaining the techniques used to synthesise information and ideas</p>	<p>Students will develop their understanding of the play, focusing on plot, character and themes. They will revise the relationships between texts and the contexts in which they were written.</p> <p>Students will build on knowledge from their English lessons and develop their skills of how to re-read, understand and respond to key elements in the text in order to confidently analyse a text independently.</p> <p>Students will continue to practise the use of textual references, including quotations, to support and illustrate interpretations.</p> <p>Students will become more confident in their analysis of language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate in their analytical writing.</p> <p>Students will develop how to use a range of vocabulary and sentence structures to ensure written work has clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Students will use examples as a stimulus for students' own extended writing.</p> <p>Students will secure their understanding of the varying formats and layouts for each transactional text and be able to differentiate one text type from another.</p> <p>Students will practise using a variety of rhetorical devices to suit a range of forms, audiences and purposes in order to successfully use rhetoric in their own writing.</p> <p>Students will revise and practise using accurate spelling, punctuation and grammar in order to improve technical accuracy in sustained writing pieces.</p> <p>Students will develop their skills to identify tone and register and practise and refine their writing for a variety of audiences.</p> <p>Students will practise creating extended writing pieces using a taught structure (taught in English lessons, revisited in GEM) of introduction, three main ideas and conclusion, to ensure writing is sustained and developed.</p>	<p>To revise the 1960s - 1970s Liverpool context and how this affects the events and characters in the play, including education, family structure, class, unemployment and how this links to Margaret Thatcher.</p> <p>Revise the key events in the play. To interpret information to support and develop an interpretation in an extended analysis.</p> <p>To further skills in using relevant, concise quotations and/or textual references when writing about the play in order to develop a convincing and informed personal response.</p> <p>To revise the key themes of the play in order to explore how they are developed and shown throughout the play in order to develop a considered interpretation</p> <p>To improve and embed skills that allow students to use a critical style in order to structure and develop an effective argument</p>	<p>Students will revise the Victorian context and how this is portrayed within the novel in order to understand society's attitudes to the poor and the Victorian approach to Christmas</p> <p>Students will revisit key events in order to interpret ideas within the text and the motivations of the characters.</p> <p>Students will practise using apt references from the text, including concise, direct quotations, in order to develop a convincing and informed personal response in their own analysis writing.</p> <p>Students will continue to deepen their understanding of themes and ideas within the text with consideration of the writer's social, historical and cultural context in order to develop a considered interpretation of the writer's intentions.</p> <p>Students will secure knowledge and skills of exploring how Dickens creates character and how characters develop or change across</p>	<p>Students will read and develop their understanding of a range of fiction texts in order to make accurate inferences (these will be different to those used in English lessons).</p> <p>To practise selecting relevant, concise quotations in order to support an accurate viewpoint.</p> <p>To practise reading and evaluating a section of a fiction extract in order to come to a considered judgement.</p> <p>To become more confident and secure in identifying language features in order to comment on the effect of this on the reader.</p> <p>To become secure using the quote/comment technique successfully in order to write concisely and cover a range of textual references.</p>	<p>Re-read, revise, understand and interpret a select number of poems in the Power and Conflict cluster in the AQA anthology.</p> <p>Revise how poets use language, form and structural devices when conveying a theme or message in order to evaluate writers' methods.</p> <p>Revise the range of perspectives and presentations of conflict in order to analyse writers' choices and understand how conflicts affect individuals and communities.</p> <p>Embed knowledge of how the writers' social, historical and cultural context has influenced the writers' choices in order to develop their interpretation and meaning.</p> <p>To practise using concise quotations and textual references to support and develop interpretation and comparisons in order to support a viewpoint.</p> <p>To revise and secure knowledge of how writer's use poetic devices to convey themes in order to draw comparisons across poems. To practise using a critical style in order to structure and develop an effective argument.</p>		
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	<p>from two sources in order to show ability to retrieve explicit and implicit details.</p> <p>Student will revisit and develop skills in recalling and retaining comparing writers' ideas and perspectives across two non-fiction texts in order to identify and explore similarities and differences. effect of this on the reader.</p> <p>Students will develop confidence in using the quote/comment</p>				<p>the novella in order to show consideration of how structure is used to influence the reader.</p> <p>Students will continue to identify the writer's choice of vocabulary, grammatical and structural features in order to evaluate how a writer creates meaning and effects.</p>				
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<p><b>What pupils should already know (prior learning components)</b></p>	<p>Students will have studied this component in Year 10 and should have an understanding of the requirements of the paper.</p> <p>Students should be able to select relevant quotes to support a viewpoint.</p> <p>Students should be able to identify and comment on the effect of techniques used by a writer.</p> <p>Students should be able to use comparative phrases.</p> <p>Students should be able to evaluate.</p>	<p>Students will have studied this text in Year 10 and at the beginning of year 11 and this is an opportunity to deepen their understanding of the text, and how to respond to exam questions.</p> <p>Throughout KS3 and KS4, students have studied a range of texts, developing their knowledge of how to consider contextual elements and how to analyse a text.</p> <p>Students have studied A Midsummer Night's Dream and Romeo and Juliet, thus being familiar with Shakespearean language.</p> <p>Students should also be able to identify and incorporate relevant textual references to support their point of view.</p> <p>Students have read 'Blood Brothers; this should have developed an understanding of how to read a playscript and the conventions of plays.</p> <p>Students have studied 'A Christmas Carol', developing their knowledge of how to analyse characters, themes and key events.</p>	<p>How to write for a variety of purposes at KS3 level (letters, speeches, articles, reviews)</p> <p>How to accurately punctuate writing.</p> <p>Consider a viewpoint other than their own.</p> <p>How to use stimulus materials to support their own writing.</p> <p>How to construct an argument in writing.</p> <p>How to use grammatical and structural features to write a response</p>	<p>Reading and analysing modern a play and Shakespearean plays (A Midsummer Night's Dream and Romeo and Juliet) in order to understand how a play is constructed.</p> <p>How to select relevant quotes to support an interpretation.</p> <p>Students should know that context can impact meaning and the purpose of a play.</p> <p>Students should know how to track themes throughout a play.</p> <p>Students should know how to identify and analyse writer's methods in a text.</p> <p>Students should know how to analyse characters and their development through plays and fiction.</p>	<p>Conventions of Victorian literature and influences on the writer (Sherlock Holmes: Y9)</p> <p>How characters and settings are used to develop themes and add meaning to a text (Sherlock Holmes, 20<sup>th</sup> Century Novel: Y9)</p> <p>Use of supporting evidence (Sherlock Holmes, 20<sup>th</sup> Century Novel: Y9)</p> <p>How to identify and analyse the writer's methods in a text.</p>	<p>Students should be able to select relevant quotations to support a viewpoint</p> <p>Students should be able to identify and comment on the effect of techniques used by a writer</p> <p>Students should be able to evaluate a character.</p>	<p>The topic will build on poems studied in year 10 and 11:</p> <p>Students should know how to identify poetic and structural devices and comment on the effect of these devices and make accurate inferences</p> <p>Students will know how the context of a text or poem can influence writer's choice.</p>		
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<p><b>Transferable knowledge (skills)</b></p>	<p>This topic will build on students' ability to make accurate inferences and select textual reference to support their viewpoint.</p> <p>This topic will build on students' ability to retrieve explicit and implicit information from a text.</p> <p>Students will build on their ability to analyse and compare features of a non-fiction text.</p>	<p>Through reading 'Macbeth', students will develop their cultural and contextual knowledge of the world. They will develop their confidence with reading, understanding and responding to a text, which will prepare them for GCSE and studying literature at a higher level.</p> <p>Students will develop their use of textual references to support and illustrate interpretations.</p> <p>Students will be able to apply their knowledge of how to analyse the language, form and structure used by a writer to create meanings and effects to a range of texts across subjects and in further study.</p>	<p>This topic builds on students' ability to communicate clearly, effectively and imaginatively.</p> <p>It further develops students' skills in organising information and ideas by developing confidence in their use of structural and grammatical structures to support cohesion and coherence.</p> <p>It also serves to further embed students' technical accuracy.</p>	<p>Read, understand and respond to other texts being taught for GCSE.</p> <p>Students should be able to maintain a critical style and develop an informed personal response.</p> <p>Students should be able to use textual references, including quotations, to support and illustrate interpretations.</p> <p>Students should be able to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Students can show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Students should be able to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>This topic builds on students' confidence in reading, understanding and responding to a text.</p> <p>It further develops students' ability to analyse the language, form and structure used by a writer to create meanings and effects.</p> <p>It also furthers students' confidence in exploring the relationships between texts and the contexts in which they were written.</p>	<p>This topic will build on students' ability to make accurate inferences and select relevant textual references to support their viewpoint.</p> <p>This topic will build on students' ability to retrieve explicit and implicit information from a text.</p> <p>Students will build on their ability to analyse the features of a fiction text.</p>	<p>The topic will build on students' ability to read and understand poetry and develop an informed personal response. It will build on students' ability to use quotes to support and develop interpretations.</p> <p>It will build on students' ability to analyse language, form structure and to use subject terminology when analysing writer's techniques.</p> <p>It will also build on students' ability to understand the relationship between a text and the contexts it was written in</p>		
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<b>Key vocabulary pupil will know and learn</b>	These will be taught in English lessons and revisited in GEM: Explicit, implicit, verb, adjective, adverb, simile, metaphor, tone, synthesis, compare, comparison, extract, quote, comment, evaluate	These will be taught in English lessons and revisited in GEM: Jacobean, protagonist, antagonist, motif, foil, pathetic fallacy, symbolism, allegory, foreshadowing, soliloquy, structure, stage directions, lighting, setting, symbolism, tension, conflict, dramatic moments, foreshadowing, dramatic irony, imagery.	These will be taught in English lessons and revisited in GEM: Full stop, comma, capital letter, apostrophe, semi-colon, simple sentence, complex sentence, compound sentence, paragraph, format, layout, argument, rhetorical devices, tone, register, audience.	These will be taught in English lessons and revisited in GEM: Character, narrator, theme, tone, language, structure, chronological, dramatic irony, foreshadowing, context, social class, inequality, stage directions, dialogue, superstition, fate	These will be taught in English lessons and revisited in GEM: Character, allegory, narrator, narrative voice, setting, theme, tone, inference, deduction, dialogue, novella, stave, pathetic fallacy, foreshadowing, genre, context, Victorian, symbolism, poverty, ignorance and want, redemption, responsibility.	These will be taught in English lessons and revisited in GEM: Explicit, implicit, verb, adjective, adverb, personification, simile, evaluate, extract, quote, comment	These will be taught in English lessons and revisited in GEM: Simile, metaphor, personification, context, stanza, rhyme, rhythm, semantic field, imagery, interpretations, onomatopoeia, oxymoron, repetition, sibilance, enjambment, caesura.		
<b>Assessment activities</b>	No set assessment Tasks will be used to support students learning and skills – this will be under the direction of the teacher and will allow for independent activities. Live marking, class feedback, peer and self-assessment.	No set assessment Tasks will be used to support students learning and skills – this will be under the direction of the teacher and will allow for independent activities. Live marking, class feedback, peer and self-assessment.	No set assessment Tasks will be used to support students learning and skills –this will be under the direction of the teacher and will allow for independent activities. Live marking, class feedback, peer and self-assessment.	No set assessment Tasks will be used to support students learning and skills –this will be under the direction of the teacher and will allow for independent activities. Live marking, class feedback, peer and self-assessment.	No set assessment Tasks will be used to support students learning and skills – this will be under the direction of the teacher and will allow for independent activities. Live marking, class feedback, peer and self-assessment.	No set assessment Tasks will be used to support students learning and skills – this will be under the direction of the teacher and will allow for independent activities. Live marking, class feedback, peer and self-assessment.	No set assessment Tasks will be used to support students learning and skills –this will be under the direction of the teacher and will allow for independent activities. Live marking, class feedback, peer and self-assessment.		

<p><b>Resources available</b></p>	<p>Shared area lesson resources: See English faculty Team folder. Includes exemplar materials within unit to support.</p> <p><a href="https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1690">https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1690</a> (reading skills)</p> <p><a href="https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1686">https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1686</a> (implicit meaning)</p> <p><a href="https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1684">https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1684</a> (comparison)</p>	<p>AQA GCSE English Literature: <a href="https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/subject-content/shakespeare-and-the-19th-century-novel">https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/subject-content/shakespeare-and-the-19th-century-novel</a></p> <p>Mr Bruff's detailed analysis of the text: <a href="https://www.youtube.com/playlist?list=PLqGFsWf-P-cMPq89C0yaU5scv uYiIKuL">https://www.youtube.com/playlist?list=PLqGFsWf-P-cMPq89C0yaU5scv uYiIKuL</a></p> <p>Sparknotes: <a href="https://www.sparknotes.com/shakespeare/macbeth/">https://www.sparknotes.com/shakespeare/macbeth/</a></p> <p>Stuart Pryke: 'How to Teach Macbeth'.</p>	<p><a href="https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1644">https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1644</a> (technical accuracy resource)</p> <p><a href="https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1047">https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1047</a> (approaches to writing)</p>	<p>Shared area lesson resources: See English faculty Team folder.</p> <p>PDF of BB text: <a href="https://arkelvinacademy.org/sites/default/files/Blood%20brothers%20(1).pdf">https://arkelvinacademy.org/sites/default/files/Blood%20brothers%20(1).pdf</a></p> <p>AQA GCSE Specification: <a href="https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance">https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance</a></p> <p>Context: <a href="https://www.youtube.com/watch?v=ZR-d5DWup2U">https://www.youtube.com/watch?v=ZR-d5DWup2U</a> <a href="https://www.youtube.com/watch?v=UgR3ATt1NUU">https://www.youtube.com/watch?v=UgR3ATt1NUU</a></p> <p><a href="https://www.youtube.com/watch?v=ZqQh1d1J-98">https://www.youtube.com/watch?v=ZqQh1d1J-98</a></p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zwhkxsg">https://www.bbc.co.uk/bitesize/topics/zwhkxsg</a></p> <p><a href="https://www.sparknotes.com/lit/christmascarol/">https://www.sparknotes.com/lit/christmascarol/</a></p>	<p>Shared area lesson resources: See English faculty Team folder.</p> <p><a href="https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1690">https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1690</a> (reading skills)</p> <p><a href="https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1686">https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1686</a> (implicit meaning)</p> <p><a href="https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1045">https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1045</a> (paper 1 approaches)</p>	<p><a href="https://tutor-in.co.uk/aqa-power-and-conflict-poetry-gcse-english/">https://tutor-in.co.uk/aqa-power-and-conflict-poetry-gcse-english/</a></p> <p><a href="https://thebicesterschool.org.uk/wp-content/uploads/2017/02/Poetry-Support-Booklet.pdf">https://thebicesterschool.org.uk/wp-content/uploads/2017/02/Poetry-Support-Booklet.pdf</a></p>		
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<p>Notes</p> <p><b>Why this topic is important</b></p> <p>...</p>	<p>This topic focuses on an element of the GCSE language exam. Through studying GCSE language, students will improve their ability to analyse non-fiction texts. It will provide them with the skills required to analyse both fiction and non-fiction.</p> <p>This will also support students with analysing extracts within the Macbeth and A Christmas Carol exam questions.</p>	<p>This topic focuses on a GCSE set text and will be on the GCSE Literature examination. Through studying a Shakespeare text, students will improve their reading and literature analysis skills which can be applied to a range of other GCSE texts.</p> <p>In addition, this topic will help students to develop the habit of reading widely and often, appreciating the depth and power of the English literary heritage.</p> <p>Through studying this topic, students will be able to write accurately, effectively and analytically about their reading, using Standard English.</p>	<p>This topic focuses on transactional writing which will be on the GCSE Language exam.</p> <p>Through exploring their own writing, students will practise using language, form and structure to create meaning and effects in order to engage a reader which aids their study of other writers' methods in the literature units and in non-fiction reading.</p> <p>In addition, writing for a variety of purposes can prepare students for real-world situations.</p>	<p>This topic focuses on a GCSE set text and will be on the GCSE Literature examination. Through studying this text, students will continue to improve their reading and literature analysis skills which can be applied to a range of other GCSE texts.</p> <p>In addition, this topic will help students to develop the habit of reading widely and often, appreciating the depth and power of the English literary heritage.</p> <p>Through revising this topic, students will be able to write more accurately, effectively and analytically about their reading, using Standard English</p>	<p>This topic focuses on a GCSE set text and will be on the GCSE Literature examination. Through studying 'A Christmas Carol', students will improve their reading and literature analysis skills which can be applied to their other GCSE texts.</p> <p>It further builds on students' ability to consider the impact of the social, historical and cultural context on a writer's message.</p> <p>As well as this, it introduces students to the extract plus full text response exam structure.</p>	<p>This topic focuses on an element of the GCSE English Language exam. It will provide them with the skills required to analyse fiction texts. It will provide them with the skills required to analyse both fiction and non-fiction texts.</p> <p>This will also support students with analysing extracts within the Macbeth and A Christmas Carol exam questions.</p>	<p>This topic focuses on a GCSE anthology and will be on the GCSE Literature examination. Through studying the Power and Conflict cluster, students will improve their reading and literature analysis skills which can be applied to a range of other GCSE texts.</p>		
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