

English Literature Year 11 Curriculum End Points and key vocabulary

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Literature Unit of Work	Paper 1 (Section B): Victorian Novel A Christmas Carol		Lit 2B and C Conflict and Unseen Poetry Completion and Revision	Lit 2A Modern Text Revision	Lit 1 A and B Shakespeare and 19thC novel revision	
Ethos links	Character – respect, responsibility, kindness. STEM – industrial revolution					
Knowledge	By the end of this unit, students will know and understand: <ul style="list-style-type: none"> ➤ Relevant Victorian context such as attitudes to poverty, charity, religion, and reputation. ➤ The life of and views of Charles Dickens. ➤ How Scrooge is an iconic character and has been portrayed in different ways. ➤ The structure and significant events in the novel. The characters and their roles in changing Scrooge. ➤ A range of language techniques identified in the writing. 		By the end of this unit, students will know and understand: See year 10 Spring Term 1 + 2.	By the end of this unit, students will know and understand: See year 10 Autumn Term 1 + 2.	By the end of this unit, students will know and understand: See year 10 Summer Term 1 + 2. See year 11 Autumn Term 1 + 2.	
Vocabulary and Spellings	altruism benevolence covetous humanity humiliate ignorant impropriety inferior investigate misanthropy	novella phantom philanthropy provision purgatory social reform solitary superior welfare workhouse				

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Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Language (fortnightly lessons)	Language Paper 2 Past papers		Language Paper 1 Revision Language Paper 2 Revision			
Ethos links	Character – respect, responsibility, kindness. STEM – industrial revolution					
Language Knowledge CLOSA	By the end of this unit, students will know and understand: <ul style="list-style-type: none"> ➤ Q4-5: How to evaluate viewpoints and perspectives in non-fiction and synthesis this information to compare / contrast. How to apply these skills to create their own non-fiction writing. 		By the end of this unit, students will know and understand: <ul style="list-style-type: none"> ➤ Layout and requirements of language paper 1 and 2. ➤ Language Paper 1 Q1 – 3: How to approach unseen extracts and analyse language and structure. ➤ Language Paper 1 Q4: A range of creative methods used by writers and how to evaluate these. ➤ Language Paper 2 Q1 – 3: How to approach unseen extracts and identify explicit information in non-fiction to synthesise this information to compare / contrast. ➤ Language Paper 2 Q4: How to evaluate viewpoints and perspectives in non-fiction and synthesis this information to compare / contrast. ➤ How to apply all skills to create their own fiction and non-fiction writing. 			
Skills (fortnightly lessons developing the following skills)	By the end of this unit, students will develop their ability to: <p>READING</p> <ul style="list-style-type: none"> ➤ AO1: Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts. ➤ AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. ➤ AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts. ➤ AO4: Evaluate texts critically and support this with appropriate textual references. <p>WRITING</p> <ul style="list-style-type: none"> ➤ AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts ➤ AO6: Use a range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation. 					