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	Macbeth	A Christmas Carol	Lit 2B & 2C: Power and Conflict & Unseen Poetry – Completion and Revision	Lit 2A: Modern Text – An Inspector Calls Revision	Lit 1A & 1B: Shakespeare and 19th-Century Novel Revision	GCSE examinations / transition
Ethos Links	STEM – medicine, psychology and beliefs about the supernatural; the consequences of actions and leadership. Sustainability – power, conflict and the impact of human choices on communities. Milton Keynes – links to performance, theatre and cultural opportunities within the local area.	STEM – the Industrial Revolution and technological change. Sustainability – poverty, social inequality, responsibility and the fair use of resources. Milton Keynes – consideration of inequality, community and social responsibility in a modern local context.	Sustainability – conflict, power, place, nature and humanity's relationship with the environment. STEM – technology, warfare and the changing nature of conflict where relevant. Milton Keynes – exploring identity, place and diverse experiences within a modern community.	Sustainability – social responsibility, inequality and the consequences of individual and collective choices. STEM – industrialisation and changing working practices. Milton Keynes – links to community, social mobility and responsibility within a diverse city.	STEM – retrieval of scientific, industrial and historical contexts across Macbeth and A Christmas Carol. Sustainability – revisiting responsibility, power, inequality and consequences. Milton Keynes – applying literature to ideas of community, identity and social responsibility.	Milton Keynes – progression to sixth form, college, apprenticeships and employment within the local community. Sustainability/STEM – opportunities to connect English skills with future study, communication and wider curriculum pathways.
Knowledge	By the end of this unit, students will know and understand: • The plot, structure and significant events of Macbeth. • The roles and development of Macbeth, Lady Macbeth, Banquo, Macduff, Duncan and the witches. • Key themes including ambition, power, guilt, the supernatural, masculinity, kingship and fate/free will. • Relevant Jacobean context, including James I, the Divine Right of Kings, witchcraft and gender expectations. • How Shakespeare uses language, imagery, symbolism, dramatic structure and stagecraft to create meaning. • A secure range of quotations that can be applied flexibly to exam questions.	By the end of this unit, students will know and understand: • Relevant Victorian context such as attitudes to poverty, charity, religion and reputation. • The life and views of Charles Dickens. • How Scrooge is presented and transformed across the novella. • The structure and significant events in the novel and the roles characters play in changing Scrooge. • Key themes including redemption, social responsibility, poverty, family and Christmas. • How Dickens uses language, structure, symbolism and setting to communicate his ideas.	By the end of this unit, students will know and understand: • The key ideas, poems and thematic connections within the Power and Conflict anthology. • How poets use language, form and structure to present power, conflict, identity, memory, nature and place. • How to approach an unseen poem systematically and develop an interpretation from textual evidence. • How to compare poets' ideas and methods effectively. • Relevant contextual knowledge for anthology poems and when it is useful to interpretation. • The requirements of Literature Paper 2 Sections B and C.	By the end of this unit, students will know and understand: • The plot, characters, structure and key moments of An Inspector Calls. • Priestley's presentation of responsibility, class, gender, age, capitalism and socialism. • Relevant contexts including 1912/1945, social class, gender expectations and post-war attitudes. • How dramatic methods, stage directions, entrances/exits, dramatic irony and structure shape meaning. • A secure range of quotations and how these can be used flexibly. • The requirements of Literature Paper 2 Section A.	By the end of this unit, students will know and understand: • The core knowledge required for Macbeth and A Christmas Carol. • Key characters, themes, quotations and contextual ideas across both texts. • How writers' methods create meaning and how to select the most relevant evidence for a question. • The structure and demands of Literature Paper 1. • Common misconceptions and individual gaps identified through assessment and question-level analysis. • Effective approaches to planning and completing timed examination responses.	By the end of this unit, students will know and understand: • How the analytical, reading and writing skills developed through GCSE English transfer to post-16 study and employment. • Their individual strengths and areas for continued development. • Appropriate pathways for further English study where relevant.
Skills	By the end of this unit students will be able to: • Construct a clear thesis in response to an exam-style question. • Select and embed relevant quotations. • Analyse language, structure and dramatic methods precisely. • Link contextual understanding to Shakespeare's ideas without bolting it on. • Track character and thematic development across the play. • Produce a sustained analytical response under timed conditions.	By the end of this unit students will be able to: • Respond to an extract and connect it to the novella as a whole. • Select and analyse precise textual evidence. • Explain how Dickens uses methods to shape character and communicate messages. • Integrate relevant Victorian context naturally. • Develop a conceptual argument rather than retelling the plot. • Plan and complete a Literature Paper 1-style response.	By the end of this unit students will be able to: • Select appropriate poems for comparison. • Compare ideas and methods throughout a response. • Analyse language, form and structure using accurate terminology. • Approach unseen poetry independently and develop a supported interpretation. • Compare two unseen poems efficiently. • Complete poetry responses within examination timings.	By the end of this unit students will be able to: • Construct a conceptual argument about character or theme. • Analyse Priestley's dramatic methods and authorial intentions. • Integrate contextual knowledge selectively. • Use quotations accurately and flexibly. • Evaluate how characters and ideas change across the play. • Complete a timed modern-text response independently.	By the end of this unit students will be able to: • Retrieve and apply knowledge independently to unfamiliar questions. • Identify the precise focus of an exam question and plan efficiently. • Select the strongest evidence rather than relying on rehearsed responses. • Analyse methods and authorial intentions in depth. • Respond to feedback and QLA by addressing individual gaps. • Manage time effectively across Literature Paper 1.	By the end of this unit students will be able to: • Reflect on their progress and identify transferable analytical skills. • Apply close reading, argument and evidence skills to new texts and future study. • Communicate interpretations clearly and confidently.

Vocabulary and Spellings	ambition regicide kingship tyranny supernatural prophecy fate free will guilt masculinity patriarchy soliloquy aside dramatic irony motif symbolism hamartia hubris	altruism benevolence covetous humanity humiliate ignorant impropriety inferior misanthropy novella phantom philanthropy provision purgatory social reform solitary welfare workhouse	power conflict oppression authority identity memory trauma patriotism imperialism nature sublime speaker persona enjambment caesura volta form structure	responsibility capitalism socialism class hierarchy patriarchy inequality morality collective responsibility dramatic irony stage directions foreshadowing cyclical structure mouthpiece generational divide	thesis conceptual inference analysis method intention context interpretation motif symbolism structure evidence judgement extract whole-text revision retrieval	analysis argument evidence interpretation communication independence reflection progression
Assessment	Exam-style Macbeth response using an extract and whole-text knowledge. Retrieval quizzes and quotation checks. Responsive DIRT following teacher feedback.	Exam-style A Christmas Carol response. Literature Paper 1 practice / mock preparation. QLA used to identify individual gaps.	Comparative Power and Conflict response. Unseen poetry response and unseen comparison. Timed Literature Paper 2 practice.	Timed An Inspector Calls response. Literature Paper 2 revision assessment / mock response. Targeted intervention from QLA.	Timed Literature Paper 1 practice. Whole-course retrieval and targeted question practice. Final responsive intervention based on assessment evidence.	GCSE examinations and post-examination reflection where appropriate.

English Language 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
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:** ➢ 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:** ➢ 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:** READING ➢ 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. WRITING ➢ 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.					