



English

Curriculum intent:

English has a pre-eminent place in education and in society. A high quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them, leading to further understanding across diverse cultural, national, age and gender boundaries, thus empowering pupils' empathy for others. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature especially, plays a key role in such development. Reading also enables pupils to flourish, acquiring knowledge and understanding, building on what they know as well as enriching their understanding of what they may not yet have experienced. All the skills of language are essential to participating fully as a valuable member of society.

Year 11

Content

Concepts and Skills

TERM 1

Macbeth

In the autumn term, pupils engage deeply with Shakespeare's *Macbeth* which features on the GCSE component: English Literature Paper 1. This text provides pupils with opportunities to encounter broad thematic ideas including power, ambition, tyranny, fate, and loyalty, often using prior learning from both KS3 and KS4 to create interpretations. Through careful consideration of characters as constructs, literary themes, and historical context, pupils explore how this work retains meaning and message for a contemporary audience as well as a Jacobean one. This develops pupil responses further as they understand Shakespeare's observations of our universal humanity. As they study, pupils continue to refine their skills in literary analysis, application of disciplinary vocabulary and scholarly written expression.

During the autumn term, pupils also sit GCSE mock examinations in both English Language and English Literature.

TERM 2

Power & Conflict Poetry (clusters 3 and 4)

Retention & Mastery

During the spring term, pupils complete their study of the AQA Power & Conflict anthology of poetry in preparation for English Literature Paper 2. As they gain confidence in their approach to poetry (building on their learning from KS3 and Y10), pupils explore themes such as *The Horrors of War* and *Consequences of Conflict*. Through this study, pupils will continue to develop skills in inference and linguistic analysis, refining their ability to make layered interpretations of poetry both as art and as a product of a writer's craft.

Pupils spend the remainder of the spring term revisiting and consolidating their learning from KS4 as they prepare to undertake their external examinations. Through an analysis of pupil performance, lessons are tailored and structured to support pupils to solidify priority knowledge and skills. During this half term, core concepts and terminology are revisited as well as creative and persuasive writing. Through this work, pupils can continue to compare, synthesise and produce texts to present a range of attitudes, feelings and perspectives.

During the Spring term, pupils also sit GCSE mock examinations in both English Language and English Literature.

TERM 3

Deep Revision

As pupils begin the external examination season, class work is highly targeted towards examination skill and the recall of curriculum content. Pupils revisit material tailored to promote the best outcomes for both the English Language and English Literature qualifications. Throughout this half term, pupils can expect to cover all aspects of the GCSE specifications on a rotation whilst benefiting from targeted intervention to maximise pupil progress.

