

Year 11 Overview 2023-24 – English Literature									
Date	Week	Assess	Units Studied & Learning Outcomes						
8 Weeks / 38 Days									
Tue 5-Sep <sup>1+2</sup>	A	1	<b>Romeo and Juliet (6 Weeks/8 lessons)</b> Students will revisit ‘Romeo and Juliet’, securing knowledge of plot, characters, relationships and themes. Students will hone their approach to the extract and essay, securing key spellings. <b>Learning Outcomes:</b> <b>GW:</b> Students <b>evaluate</b> character development, through careful language analysis. <b>BI:</b> Students make <b>confident critical evaluations</b> of character <b>EW:</b> Students make <b>sophisticated and perceptive analysis</b> of character						
11-Sep	B	2							
18-Sep <sup>3</sup>	A	3							
			<table><tr><th>Prior (Y10)</th><th>Now (Y11)</th><th>Next (Y12)</th></tr><tr><td>Evaluate the complexity of Shakespeare’s <b>characters</b>. Justify own interpretations of <b>language</b> and <b>structure</b> of the text.</td><td>Critique the <b>characters</b> and identify universal aspects of them. Perceptively evaluate the <b>language</b> and <b>structure</b> of the text.</td><td>Increasingly confident and sophisticated analysis of <b>characters</b>. Perceptively + sophisticatedly approach analysis of <b>language</b> and <b>structure</b></td></tr></table>	Prior (Y10)	Now (Y11)	Next (Y12)	Evaluate the complexity of Shakespeare’s <b>characters</b> . Justify own interpretations of <b>language</b> and <b>structure</b> of the text.	Critique the <b>characters</b> and identify universal aspects of them. Perceptively evaluate the <b>language</b> and <b>structure</b> of the text.	Increasingly confident and sophisticated analysis of <b>characters</b> . Perceptively + sophisticatedly approach analysis of <b>language</b> and <b>structure</b>
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25-Sep	B	4	<b>Poetry Anthology (6 Weeks/8 lessons)</b> Students will return to the EDUQAS anthology, developing analysis and comparison of language, form and perspective, weaving knowledge of the context in to their critical reading. <b>Learning Outcomes:</b> <b>GW:</b> Students <b>successfully integrate knowledge</b> of context to a develop analysis <b>BI:</b> Students <b>confidently evaluate</b> the relationship between context + poetic form <b>EW:</b> Students make <b>sophisticated evaluations</b> drawing on relevant contexts.						
2-Oct	A	5							
9-Oct	B	6							
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16-Oct	A	ST1	<b>LIT C1SA: Shakespeare R&amp;J – extract &amp; essay (1 hour)</b> <b>LIT C1SB: Poetry Anthology (1 hour)</b> <b>ST1 EBI Responses (2 lessons)</b>						
23-Oct	B	ST1							
OCTOBER HALF TERM 7 Weeks / 34 Days									
6-Nov	A	ST1							
13-Nov	B	10							
20-Nov	A	11	<b>Blood Brothers (9 Weeks/8 lessons)</b> Students will return to Blood Brothers, securing knowledge of plot, characters, theme and form, improving their approach to the source-based question, including securing key spellings. <b>Learning Outcomes:</b> <b>GW:</b> Students <b>confidently analyse</b> the use of language, dramatic technique and structure <b>BI:</b> Students <b>perceptively evaluate</b> the effect of structure on tragedy form and audience <b>EW:</b> Students <b>critique</b> the impact of structure on character, theme and audience response						
27-Nov	B	12							
4-Dec	A	13							
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11-Dec	B	14	<b>A Christmas Carol (9 Weeks/8 lessons)</b> Students will reread A Christmas Carol, appreciating the Victorian fascination with the Gothic genre, and the influence of Charles Dickens’ perspectives to the ideas of the novel. <b>Learning Outcomes:</b> <b>GW:</b> Students <b>appreciate</b> the influence of Gothic genre on the novel’s content and structure <b>BI:</b> Students <b>sensitively embed</b> 19 <sup>th</sup> Century attitudes to class/social prejudice to analysis <b>EW:</b> Students <b>evaluate</b> the impact of Victorian attitudes to family, religion + industrial society						
18-Dec	A	15							
CHRISTMAS HOLIDAY 6 Weeks / 30 Days			<table><tr><th>Prior (Y10)</th><th>Now (Y11)</th><th>Next (Y12)</th></tr><tr><td>Distinguish between the original and contemporary <b>contexts</b> and themes. Evaluate how writers employ <b>structural</b> features for impact.</td><td>Perceptive understanding of social, historical and cultural <b>context</b>. Perceptively evaluate and comment on effects of <b>structure</b>.</td><td>Confident discussion and analysis of the ways <b>contexts</b> influence the novel. Detailed critical understanding of the subtle aspects of <b>prose style</b>.</td></tr></table>	Prior (Y10)	Now (Y11)	Next (Y12)	Distinguish between the original and contemporary <b>contexts</b> and themes. Evaluate how writers employ <b>structural</b> features for impact.	Perceptive understanding of social, historical and cultural <b>context</b> . Perceptively evaluate and comment on effects of <b>structure</b> .	Confident discussion and analysis of the ways <b>contexts</b> influence the novel. Detailed critical understanding of the subtle aspects of <b>prose style</b> .
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8-Jan	B	16	<b>Unseen Poetry (9 Weeks/7 lessons)</b> Students will explore a range of contemporary poetry, confidently discussing and comparing the content, key ideas, perspectives and poets’ use of language, structure and form. <b>Learning Outcomes:</b> <b>GW:</b> Students make <b>detailed personal analysis</b> of the impact of language and structure <b>BI:</b> Students <b>evaluate</b> the impact of language and structure to discuss personal reading <b>EW:</b> Students <b>personally critique</b> the poetic form, language and structure on implied reading						
15-Jan	A	17							
22-Jan	B	18							
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29-Jan	A	ST1	<b>LIT C2SA: Post 1914 Prose/Drama - SBQ (45 minutes)</b> <b>LIT C2SB: 19<sup>th</sup> Century Prose – Source-Based Qu (45 minutes)</b> <b>LIT C2SC: Unseen Poetry (1 hour)</b> <b>ST2 EBI responses (2 lessons)</b>						
5-Feb	B	ST1							
12-Feb	A	ST1							
FEBRUARY HALF TERM 5 Weeks / 24 Days			<b>Revision Rotation (9 Weeks/20 lessons)</b>  Students will develop confidence at applying their knowledge of the texts and their skills of language analysis and literary criticism through a rotations of revision session.  1. Romeo and Juliet (4 lessons) 3. Poetry Anthology (4 lessons) 5. Blood Brothers (4 lessons) 7. A Christmas Carol (4 lessons) 9. Unseen Poetry (4 lessons)						
26-Feb	B	22							
4-Mar	A	23							
11-Mar	B	24							
18-Mar	A	25							
25-Mar <sup>4</sup>	B	26							
EASTER HOLIDAY (Inc. BH) 6 Weeks / 29 Days									
15-Apr	A	27							
22-Apr	B	28							
29-Apr	A	29							
6-May <sup>5</sup>	B	30							
13-May	A	GCSE							
20-May	B	GCSE							
SPRING HALF TERM (Inc. BH) 7 Weeks / 35 Days*									
3-Jun	A	GCSE							
10-Jun	B	GCSE							
17-Jun	A	GCSE							
24-Jun	B	GCSE							

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8 Weeks / 38 Days			
Tue 5-Sep <sup>1+2</sup>	A	1	<b>Component 1 – 20<sup>th</sup> Century Fiction and Narrative Writing (6 Weeks/8 lessons)</b> Students will secure their analysis of language and structure to make critical judgements about a text. They will hone their skills of prose writing, sharpen their control of VSSPS for effect and build stamina for applying effective techniques. <i>Practice Papers: Rachel &amp; Peter, Lucy Faulkner</i> <b>Learning Outcomes:</b> <b>GW:</b> Students <b>utilise</b> a range of literary devices with precision, including narrative structure. <b>BI:</b> Students make <b>purposeful</b> literary and structural choices to suit intended impact on reader. <b>EW:</b> Students <b>sensitively</b> express ideas through sophisticated literary devices.
11-Sep	B	2	
18-Sep <sup>3</sup>	A	3	
25-Sep	B	4	
2-Oct	A	5	
9-Oct	B	6	
16-Oct	A	ST1	<b>LANG C1SA:</b> 20 <sup>th</sup> Century Reading (1 hour) <b>LANG C1SB:</b> Creative Writing (45 minutes) <b>ST1 EBI Responses (2 lessons)</b>
23-Oct	B	ST1	
OCTOBER HALF TERM 7 Weeks / 34 Days			
6-Nov	A	ST1	
13-Nov	B	10	
20-Nov	A	11	
27-Nov	B	12	
4-Dec	A	13	
11-Dec	B	14	
18-Dec	A	15	
CHRISTMAS HOLIDAY 6 Weeks / 30 Days			
8-Jan	B	16	<b>Component 2 – Non-Fiction Reading &amp; Transactional Writing (9 Weeks/13 lessons)</b> Students will hone analysis of language and structure to make confident comparisons on writers’ techniques. They will secure their confidence with a range of transactional and persuasive writing skills, developing confidence in shaping their writing to meet the needs of PAF. <i>Practice Papers: Gorillas, Sea Rescue</i> <b>Learning Outcomes:</b> <b>GW:</b> Students make detailed comments on how writers deliver their ideas. <b>BI:</b> Students make sustained personal evaluations on how writer’s techniques express ideas. <b>EW:</b> Students make subtle critical comparisons on writers’ use of language and structure.
15-Jan	A	17	
22-Jan	B	18	
29-Jan	A	ST1	
5-Feb	B	ST1	
12-Feb	A	ST1	
FEBRUARY HALF TERM 5 Weeks / 24 Days			
26-Feb	B	22	<b>Revision Rotation (9 Weeks/16 lessons)</b>  Students will develop confidence at applying their skills of language analysis, narrative writing techniques, and writing to PAF through a rotations of revision session.  2. Component 1 Reading (4 lessons) 4. Component 1 Writing (4 lessons) 6. Component 2 Reading (4 lessons) 8. Component 2 Writing (4 lessons)  <i>Practice Papers:</i> <i>Comp 1: Autumn 2023, The Dinner/Mma Ramotswe</i> <i>Comp 2: Jumbo, Market Sellers</i>
4-Mar	A	23	
11-Mar	B	24	
18-Mar	A	25	
25-Mar <sup>4</sup>	B	26	
EASTER HOLIDAY (Inc. BH) 6 Weeks / 29 Days			
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3-Jun	A	GCSE	
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1. 4/9/23 INSET (In School)  
2. 5/9/23 Y7 Only
3. 21/9/23 INSET (Open Evening)  
4. 29/3/24 Bank Holiday (Good Friday)
5. 6/5/24 Bank Holiday (Spring BH Monday)  
6. 5/7/24 INSET (SJBF Trust)