

Year 11 Overview 2024-25 – English Literature

Date	Week	Assess	Units Studied & Learning Outcomes						
8 Weeks / 38 Days									
2-Sep	A	1	<p>Romeo and Juliet (6 Weeks/8 lessons) 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.</p> <p>Learning Outcomes: GW: Students evaluate character development, through careful language analysis. BI: Students make confident critical evaluations of character EW: Students make sophisticated and perceptive analysis of character</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y10)</th> <th style="width: 33%;">Now (Y11)</th> <th style="width: 33%;">Next (Y12)</th> </tr> </thead> <tbody> <tr> <td>Evaluate the complexity of Shakespeare's characters. Justify own interpretations of language and structure of the text.</td> <td>Critique the characters and identify universal aspects of them. Perceptively evaluate the language and structure of the text.</td> <td>Increasingly confident and sophisticated analysis of characters. Perceptively + sophisticatedly approach analysis of language and structure</td> </tr> </tbody> </table>	Prior (Y10)	Now (Y11)	Next (Y12)	Evaluate the complexity of Shakespeare's characters . Justify own interpretations of language and structure of the text.	Critique the characters and identify universal aspects of them. Perceptively evaluate the language and structure of the text.	Increasingly confident and sophisticated analysis of characters . Perceptively + sophisticatedly approach analysis of language and structure
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9-Sep	B	2							
16-Sep	A	3							
23-Sep			<p>Poetry Anthology (6 Weeks/8 lessons) 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.</p> <p>Learning Outcomes: GW: Students successfully integrate knowledge of context to a develop analysis BI: Students confidently evaluate the relationship between context + poetic form EW: Students make sophisticated evaluations drawing on relevant contexts.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y10)</th> <th style="width: 33%;">Now (Y11)</th> <th style="width: 33%;">Next (Y12)</th> </tr> </thead> <tbody> <tr> <td>Sophisticatedly, distinguish the varied contexts and features of each poem. Identify and evaluate the impact of varied structures upon the meaning.</td> <td>Draw upon knowledge of all forms of the contexts to evaluate. Make personal critiques of the poetic forms and structures.</td> <td>Make skilful evaluation of the importance of relevant contexts. Make well-developed, sophisticated personal critiques of poetic structure.</td> </tr> </tbody> </table>	Prior (Y10)	Now (Y11)	Next (Y12)	Sophisticatedly, distinguish the varied contexts and features of each poem. Identify and evaluate the impact of varied structures upon the meaning.	Draw upon knowledge of all forms of the contexts to evaluate. Make personal critiques of the poetic forms and structures .	Make skilful evaluation of the importance of relevant contexts . Make well-developed, sophisticated personal critiques of poetic structure .
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30-Sep	A	5							
7-Oct	B	6							
14-Oct			<p>LIT C1SA: Shakespeare R&J – extract & essay (1 hour) LIT C1SB: Poetry Anthology (1 hour)</p> <p>ST1 EBI Responses (2 lessons)</p>						
21-OCT	B	ST2							
OCTOBER HALF TERM 7 Weeks / 35 Days									
4-Nov	A	ST2	<p>Blood Brothers (8 Weeks/7 lessons) 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.</p> <p>Learning Outcomes: GW: Students confidently analyse the use of language, dramatic technique and structure BI: Students perceptively evaluate the effect of structure on tragedy form and audience EW: Students critique the impact of structure on character, theme and audience response</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y10)</th> <th style="width: 33%;">Now (Y11)</th> <th style="width: 33%;">Next (Y12)</th> </tr> </thead> <tbody> <tr> <td>Evaluate the impact of the modern dramatic form on modern audiences. Evaluate structural features used by the writer of the text for impact.</td> <td>Evaluate the play's moral and philosophical significance. Perceptively evaluate and comment on effects of structure.</td> <td>Confidently critique the play's dramatic form and significance to audience. Critically evaluate the playwright's use of structure to create meaning.</td> </tr> </tbody> </table>	Prior (Y10)	Now (Y11)	Next (Y12)	Evaluate the impact of the modern dramatic form on modern audiences. Evaluate structural features used by the writer of the text for impact.	Evaluate the play's moral and philosophical significance. Perceptively evaluate and comment on effects of structure .	Confidently critique the play's dramatic form and significance to audience. Critically evaluate the playwright's use of structure to create meaning.
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11-Nov	B	10							
18-Nov	A	11							
25-Nov	B	12							
2-Dec	A	13	<p>A Christmas Carol (8 Weeks/7 lessons) 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.</p> <p>Learning Outcomes: GW: Students appreciate the influence of Gothic genre on the novel's content and structure BI: Students sensitively embed 19th Century attitudes to class/social prejudice to analysis EW: Students evaluate the impact of Victorian attitudes to family, religion + industrial society</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y10)</th> <th style="width: 33%;">Now (Y11)</th> <th style="width: 33%;">Next (Y12)</th> </tr> </thead> <tbody> <tr> <td>Distinguish between the original and contemporary contexts and themes. Evaluate how writers employ structural features for impact.</td> <td>Perceptive understanding of social, historical and cultural context. Perceptively evaluate and comment on effects of structure.</td> <td>Confident discussion and analysis of the ways contexts influence the novel. Detailed critical understanding of the subtle aspects of prose style.</td> </tr> </tbody> </table>	Prior (Y10)	Now (Y11)	Next (Y12)	Distinguish between the original and contemporary contexts and themes. Evaluate how writers employ structural features for impact.	Perceptive understanding of social, historical and cultural context . Perceptively evaluate and comment on effects of structure .	Confident discussion and analysis of the ways contexts influence the novel. Detailed critical understanding of the subtle aspects of prose style .
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9-Dec	B	14							
16-Dec	A	15							
CHRISTMAS HOLIDAY 6 Weeks / 30 Days									
6-Jan	B	16	<p>Unseen Poetry (8 Weeks/7 lessons) 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.</p> <p>Learning Outcomes: GW: Students make detailed personal analysis of the impact of language and structure BI: Students evaluate the impact of language and structure to discuss personal reading EW: Students personally critique the poetic form, language and structure on implied reading</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y10)</th> <th style="width: 33%;">Now (Y11)</th> <th style="width: 33%;">Next (Y12)</th> </tr> </thead> <tbody> <tr> <td>Identify and evaluate the impact of varied structures upon the meaning. Evaluate the language using ambitious, precise subject terminology.</td> <td>Make personal critiques of the poetic forms and structures. Share critical comparisons through evaluating the impact of language.</td> <td>Make well developed and sophisticated critiques of poetic forms and structures. Share sophisticated critical analysis of language, imagery and tone.</td> </tr> </tbody> </table>	Prior (Y10)	Now (Y11)	Next (Y12)	Identify and evaluate the impact of varied structures upon the meaning. Evaluate the language using ambitious, precise subject terminology.	Make personal critiques of the poetic forms and structures . Share critical comparisons through evaluating the impact of language .	Make well developed and sophisticated critiques of poetic forms and structures . Share sophisticated critical analysis of language, imagery and tone.
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13-Jan	A	17							
20-Jan	B	ST3	<p>LIT C2SA: Post 1914 Prose/Drama - SBQ (45 minutes) LIT C2SB: 19th Century Prose – Source-Based Qu (45 minutes) LIT C2SC: Unseen Poetry (1 hour) ST2 EBI responses (2 lessons)</p>						
27-Jan	A	ST3							
3-Feb	B	ST3							
10-Feb	A	21	<p>Revision Rotation (10 Weeks/24 lessons)</p>						
FEBRUARY HALF TERM 6 Weeks / 29 Days									
25-Feb*	B	22	<p>1. Romeo and Juliet (5 lessons) 3. Poetry Anthology (5 lessons) 5. Blood Brothers (5 lessons) 7. A Christmas Carol (5 lessons) 9. Unseen Poetry (4 lessons)</p>						
3-Mar	A	23							
10-Mar	B	24							
17-Mar	A	25							
24-Mar	B	26							
31-Mar	A	27							
EASTER HOLIDAY (Inc. BH) 5 Weeks / 23 Days									
22-Apr*	B	28							
28-Apr	A	29							
5-May*	B	30							
12-May	A	31							
19-May	B	32							
SPRING HALF TERM (Inc. BH) 7 Weeks / 34 Days									
2-Jun	A	33							
9-Jun	B	34							
16-Jun	A	35							
23-Jun	B	36							

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8 Weeks / 38 Days									
2-Sep	A	1	<p>Component 1 – 20th Century Fiction and Narrative Writing (6 Weeks/8 lessons)</p> <p>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.</p> <p><i>Practice Papers: Rachel & Peter, Lucy Faulkner</i></p> <p>Learning Outcomes:</p> <p>GW: Students utilise a range of literary devices with precision, including narrative structure.</p> <p>BI: Students make purposeful literary and structural choices to suit intended impact on reader.</p> <p>EW: Students sensitively express ideas through sophisticated literary devices.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y10)</th> <th style="width: 33%;">Now (Y11)</th> <th style="width: 33%;">Next (Y12)</th> </tr> </thead> <tbody> <tr> <td>Make judgements on narrative structure to influence reader Apply and utilise a range of literary and linguistic devices with precision.</td> <td>Make informed choice of narrative structure to suit desired intent. Make perceptive literary and linguistic choices to convey sophisticated ideas.</td> <td>Make thoughtful, purposeful structural choices to shape writing to genre. Consciously manipulate sophisticated literary and linguistic devices for effect.</td> </tr> </tbody> </table>	Prior (Y10)	Now (Y11)	Next (Y12)	Make judgements on narrative structure to influence reader Apply and utilise a range of literary and linguistic devices with precision.	Make informed choice of narrative structure to suit desired intent. Make perceptive literary and linguistic choices to convey sophisticated ideas.	Make thoughtful, purposeful structural choices to shape writing to genre. Consciously manipulate sophisticated literary and linguistic devices for effect.
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9-Sep	B	2							
16-Sep	A	3							
23-Sep	B	4							
30-Sep	A	5							
7-Oct	B	6							
14-Oct	A	ST2	<p>LANG C1SA: 20th Century Reading (1 hour) LANG C1SB: Creative Writing (45 minutes)</p> <p>ST1 EBI Responses (2 lessons)</p>						
21-OCT	B	ST2							
OCTOBER HALF TERM 7 Weeks / 35 Days									
4-Nov	A	ST2	<p>Component 2 – Non-Fiction Reading & Transactional Writing (8 Weeks/11 lessons)</p> <p>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.</p> <p><i>Practice Papers: Gorillas, Sea Rescue</i></p> <p>Learning Outcomes:</p> <p>GW: Students make detailed comments on how writers deliver their ideas.</p> <p>BI: Students make sustained personal evaluations on how writer’s techniques express ideas.</p> <p>EW: Students make subtle critical comparisons on writers’ use of language and structure.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y10)</th> <th style="width: 33%;">Now (Y11)</th> <th style="width: 33%;">Next (Y12)</th> </tr> </thead> <tbody> <tr> <td>Make informed evaluations that derive from close textual analysis. Identify and evaluate comparisons on how writers deliver viewpoint.</td> <td>Make persuasive evaluations from close textual analysis. Share sustained critical comparisons on how writers convey viewpoints.</td> <td>Make critical and perceptive evaluations of concepts and issues. Draw subtle connections across texts through linguistic concepts & methods</td> </tr> </tbody> </table>	Prior (Y10)	Now (Y11)	Next (Y12)	Make informed evaluations that derive from close textual analysis. Identify and evaluate comparisons on how writers deliver viewpoint.	Make persuasive evaluations from close textual analysis. Share sustained critical comparisons on how writers convey viewpoints.	Make critical and perceptive evaluations of concepts and issues. Draw subtle connections across texts through linguistic concepts & methods
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