

ENGLISH			Year: 11		
AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	
<p>Theme/topic/text:</p> <p>20th century play – Priestley’s “An Inspector Calls”</p> <p>Revise early part of play up to inspector’s departure Focus on:</p> <ul style="list-style-type: none"> - reading and analysis of script after inspector’s final speech - character development - themes and how presented <p>Assessment (Reading)</p> <p><i>Own revision guide on characters and themes</i></p> <p><i>Mock exam questions on a character and theme – plans plus one or two complete responses</i></p>	<p>Theme/ topic/text:</p> <p>Human Idiosyncrasies; our failings and strengths: exploring this theme and comparison of its treatment in non-fiction texts as well as what makes writing and speech powerful</p> <p>Assessment (Reading/Writing/Speaking)</p> <p><i>Analysis, evaluation and comparison of how similar themes are presented</i></p> <p><i>Writing a script for a presentation</i></p> <p><i>Students will give a presentation informing an audience on an issue of interest arising out of texts studied although this may be only loosely linked</i></p>	<p>Theme/topic/text:</p> <p>Macbeth</p> <p>Revision of plot Focus on:</p> <ul style="list-style-type: none"> - character development -ending of play Act 4 and 5 <p>Assessment (Reading)</p> <p><i>Own revision guide on characters</i></p> <p><i>Responses to mock exam section a) questions on characters– plans plus two complete responses</i></p>	<p>Theme/topic/text:</p> <p>Macbeth continued</p> <p>Focus on themes and how presented</p> <p>Assessment (Reading)</p> <p><i>Own revision guide on themes</i></p> <p><i>Responses to mock exam section b) questions on themes – plans plus two complete responses</i></p>	<p>Revision focus determined by assessment of students’ needs</p>	

By the end of this half term students will know (key knowledge, including tier 3 vocabulary):	By the end of this half term students will know (key knowledge, including tier 3 vocabulary):	By the end of this half term students will know (key knowledge, including tier 3 vocabulary):	By the end of this half term students will know (key knowledge, including tier 3 vocabulary):	By the end of this half term students will know (key knowledge, including tier 3 vocabulary):	
<p>Students will and revisit know the spellings, meanings, usage and, where appropriate, the etymology of the following words:</p> <p>Tier 3 vocabulary Naturalistic drama Dialogue –realistic Stage directions - detailed Genre -Detective -Whodunnit -Crime -Thriller -Morality Play Sin Hell Gluttony Avarice Wrath Envy Lust Sloth Pride Virtue Heaven Humility Charity Chastity Gratitude Patience Diligence Temperance Moderation Tragedy</p>	<p>Students will revisit and know the spellings, meanings, usage and, where appropriate, the etymology of the following words:</p> <p>Tier 3 vocabulary rhetoric orator eloquent diction satire mocking ridicule lampoon derisive sarcastic sardonic irony caricature rhetorical question emotive language anaphora personal anecdote antithesis hyperbole</p> <p>Tier 2 vocabulary idiosyncrasy mannerism bizarre absurd</p>	<p>Students will revisit and know the spellings, meanings, usage and, where appropriate, the etymology of the following words:</p> <p>Tier 3 vocabulary hero/anti-hero characterisation sympathetic and unsympathetic (re. characterisation) presented/portrayed /depicted flaw downfall inevitability tragedy fortune/fate/destiny predetermination free will prophecy/prophecy regicide treason</p> <p>Tier 2 vocabulary superstition superstitious enthralled possessed</p>	<p>See previous half term</p>		

<p>Flaw Suffering Inevitability Satire Didactic Tier 2 vocabulary Responsibility Authoritarian v Authoritative Selfish v Selfless Flirtatious Indulged Vain Shallow Naive Arrogant Self – righteous Uncompromising Deceitful Manipulative Hypocritical Social status Empathetic Compassionate Assertive Redeemed Humanist</p> <p>Contextual and Cultural Knowledge: The origins of tragedy The emergence of social tragedy in the 20th century The Christian Morality Play</p>	<p>controversial authoritative authoritarian patriarchal patronising abuse coercive behaviour exploitation moral dilemma</p> <p>Contextual and Cultural Knowledge: Cicero’s five canons, or tenets, of rhetoric: -- invention, arrangement, style/performance memory delivery In 300s BCE Aristotle’s rhetorical triangle - to be persuasive need to appeal to the following: logos -logic/reason pathos –emotion ethos-morality</p> <p>Textual Knowledge</p>	<p>betrayal treachery treason guilt conscience responsibility authoritative authoritarian tyrant tyranny</p> <p>Contextual and Cultural Knowledge: Superstition and witchcraft In the 17th century. Demonology The Elizabethan Chain of Being and Natural Order The Divine Right of Kings The system of heredity in C17th England and C11th Scotland and role of Prince of Cumberland English/Scottish and Catholic /Protestant conflict King James I - unpopular – Gunpowder Plot - fear of regicide and supernatural - book, “Demonology” King - Shakespeare’s sponsor/patron</p> <p>Textual Knowledge</p>			
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<p>Christian teaching on morality – the Seven Deadly Sins and Heavenly Virtues Priestley’s background and politics - socialism – the Commonwealth Party Time play written – 1945 and Labour’s introduction of the Welfare State Time play set -1912 Gap between rich and poor Inequality Industrialisation Exploitation Alienation Strikes Titanic Threat of war</p> <p>Textual Knowledge The playscript, “An Inspector Calls” -BBC film version of play with Thewlis as the inspector -Stephen Daldry’s stage version at the theatre, if possible - Short accounts about the playwright and the historical background of</p>	<p>A selection of informative and rhetorical/persuasive non-fiction extracts/texts eg. comedians’ scripts – Michael McIntyre, James Acaster, Bryson’s observations about our quirky behavior, articles on bullying and other cruel behavior, “Five Steps to Tyranny” by Elizabeth McIntyre and Sheena McDonald, extracts from “Humankind”</p> <p>SPaG Knowledge</p> <p>Word classes: General extending of vocabulary based on texts read</p> <p>Sentence Types: Abbreviating sentences through use of adjectives and adverbs, as well as using nouns and verbs as adjectives Two- and three-word sentences</p>	<p>The play and Polanski’s film Plot Settings Characters Themes Writer’s craft – language and techniques</p> <p>SPaG Knowledge</p> <p>Word classes: Shakespearean language inc. words with classical and biblical links</p> <p>Sentence types: metrical pattern unrhymed iambic pentameter – rhythm of natural speech blank verse</p> <p>Spelling: Focus on significant but unfamiliar words in the play and list of vocabulary</p>			
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<p>when the play was written and set</p> <p>SPaG Knowledge</p> <p>Word Classes Child-like language (Sheila) and how more mature later Slang/Colloquialism (young characters) Standard and formal English</p> <p>Sentence Types: Mr and Mrs Birling – commands and exclamations Inspector’s use of commands and short sentences and measured words but in final speeches, emotive, and uses inclusive pronouns, anaphora, tricolon and metaphor</p> <p>Punctuation: Focus on wide range of and effect of as appears in the play</p> <p>Spelling:</p>	<p>Adding in detail using subordinate clauses Use of direct and indirect quotations Use of 1st person plural pronouns and 2nd person</p> <p>Punctuation: Use of for effect eg. commas, semi-colons and colons (inc in speech)</p> <p>Spelling: Vocabulary listed in this unit</p>				
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Vocabulary listed in this unit					
They will understand	They will understand	They will understand	They will understand	They will understand	They will understand
<p>Students will understand:</p> <p>The generic conventions of a playscript.</p> <p>The concept of a hybrid genre</p> <p>How characters develop through the course of the play and their flaws and differing senses of responsibility for Eva's fate</p> <p>How the following themes are developed: the nature of evil and good, human responsibility and transgression, wealth, power, and influence, blame and social responsibility, class, age and gender, morality and legality, public versus private. ...</p> <p>How the playwright crafts the play via structure,</p>	<p>Students will understand:</p> <p>The power of well-chosen vocabulary, the use of lexical fields and the wide range of techniques which make effective non-fiction writing</p> <p>How to use the following techniques to maximise the impact of writing: rhetorical questions, emotive language, expert views. repetition, anaphora, personal experience, parallelism, list of 3 (triple structure/tricolon), antithesis, contrast. exaggeration/hyperbole. short paragraphs and sentences</p> <p>use of 1st person plurals and 2nd person and colloquial/informal language to address the</p>	<p>Students will understand</p> <p>How characters develop through the course of the play</p> <p>How the following themes are developed: evil and good, heroism and villainy, the natural and unnatural. supernatural forces and human choice/free will/ responsibility, power, ambition, kingship, trust, loyalty and disloyalty, integrity, public versus private. conscience, fear.</p> <p>How the play is a tragedy</p> <p>How understanding of context enhances understanding of the play</p> <p>How the playwright crafts the play via structure, language and dramatic technique to make it effective</p>	<p>Students will understand:</p>		

<p>language and dramatic technique to make it effective eg, through use of props to indicate wealth, dramatic irony to emphasise aspects of the characters, short sentences and juxtaposition to highlight message, cliffhangers and use of entrances and exits to maintain engagement and contribute to character development, symbolism including Christian symbols</p>	<p>reader and make writing inclusive</p>				
<p>They will know how to</p>	<p>They will know how to</p>	<p>They will know how to</p>	<p>They will know how to</p>	<p>They will know how to</p>	
<p>Reading:</p> <p>Read and understand the play's plot and development</p> <p>Be able to summarise what they have read.</p> <p>Read critically by studying setting, plot, characterisation and themes and their effects.</p>	<p>Reading:</p> <p>Make inferences and refer to evidence in the text.</p> <p>Read critically able to recognise fact from opinion</p> <p>Recognise how a range of language and techniques are used to create meaning and influence the reader's response</p>	<p>Reading:</p> <p>Read and understand the play's plot and development</p> <p>Be able to summarise what they have read.</p> <p>Read critically by studying setting, plot, characterisation and themes and their effects.</p> <p>Understand the purpose of the play</p>			

<p>Understand the purpose of the play</p> <p>Recognise and understand how a range of language and dramatic techniques are used to present meaning</p> <p>Make inferences and refer to evidence in the text.</p> <p>Use quotation evidence to support their views about the text.</p> <p>Writing:</p> <p>Make notes suitable for revision</p> <p>Use the Tier 2 and Tier 3 vocabulary associated with the play in their own writing.</p> <p>Plan and structure a formal essay effectively.</p> <p>Use accurate grammar, punctuation and spelling when writing.</p> <p>Speaking and Listening:</p>	<p>Understand how language and techniques are used to influence and manipulate readers</p> <p>Be able to compare how different texts present the same issue differently and link the differences to the purposes of the texts</p> <p>Writing:</p> <p>Plan, draft and edit their own script for a presentation</p> <p>Draw on their reading to enhance their own writing.</p> <p>Construct an effectively structured, accurate and fluent speech</p> <p>Use a range of sentence types, apt vocabulary and techniques to effectively engage an audience</p> <p>Speaking & Listening:</p> <p>Build upon their own and others contributions in</p>	<p>Recognise and understand how a range of language and dramatic techniques are used to present meaning</p> <p>Make inferences and refer to evidence in the text.</p> <p>Use quotation evidence to support their views about the text.</p> <p>Writing:</p> <p>Make notes suitable for revision</p> <p>Use the Tier 2 and Tier 3 vocabulary associated with the play in their own writing.</p> <p>Plan and structure a formal essay effectively.</p> <p>Use accurate grammar, punctuation and spelling when writing.</p> <p>Speaking & Listening:</p> <p>Discuss the characters and issues which arise in the play, and in particular explore the</p>			
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<p>Discuss the characters and issues which arise in the play.</p> <p>Express their opinions and ideas succinctly.</p> <p>Reflect and build on the contributions of others.</p> <p>Discuss texts using precise linguistic and literary terminology</p>	<p>whole class and group discussions.</p> <p>Evaluate and discuss their own and others work in a sympathetic and supportive way using linguistic terminology to aid improvement.</p> <p>Deliver a speech about a chosen topic arising out of texts studied</p>	<p>issue of responsibility once play finished</p> <p>Express their opinions and ideas succinctly.</p> <p>Reflect and build on the contributions of others.</p> <p>Discuss texts using precise linguistic and literary terminology</p>			
Links to prior and future learning:	Links to prior and future learning:	Links to prior and future learning:	Links to prior and future learning:	Links to prior and future learning:	Links to prior and future learning:
<p>This unit will build on previous work done on the play in year 9/10</p> <p>reinforcing and embedding learning</p> <p>It will develop students' ability to produce a range of formal essays on it with increasing independence in</p>	<p>This unit will build on the topics done in year 9/10 on the power of speech. controversial issues, memorable speeches and work on giving a presentation.</p> <p>It will help prepare students for the challenges of GCSE English Language Paper 2 on non-fiction texts</p>	<p>This unit will build on previous work done on "Macbeth" in year 9/10 reinforcing and embedding learning.</p> <p>It will develop students' ability to produce a range of formal essays on the play with increasing independence in readiness for the GCSE Literature exam,</p>	<p>This unit will build on previous work done on "Macbeth" in year 9/10 reinforcing and embedding learning.</p> <p>It will develop students' ability to produce a range of formal essays on the play with increasing independence in readiness</p>		

readiness for the GCSE Literature exam,,	and produce a final chance to be assessed on speaking and listening.		for the GCSE Literature exam,,		
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