



CURIOSITY

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Curriculum Overview Year 11

Subject	English
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>
Curriculum intent:	<p>English holds a privileged position within the curriculum as both a core subject and one that unlocks learning in other subjects. It has the capacity to help remove disadvantage and improve the social mobility of young people who may lack opportunities and face barriers in their lives. Through the delivery of our knowledge- based curriculum, we want students to:</p> <ul style="list-style-type: none">• Become fluent readers with an appreciation of literature, and an understanding of how it shapes and reflects the world we live in.• Develop compassion by teaching empathy and gaining insights in to the human condition• Be empowered to articulate viewpoints and ideas with courage and clarity in both the spoken and written form.• Be able to connect their learning in English with the knowledge and skills needed for work and lifelong learning.• Develop their vocabulary in order to narrow the word gap that limits literacy and understanding <p>Through the study of both English Language and Literature, students are constantly exploring British values and many aspects of the PSHE programme of study. Literary and non-literary texts have been selected that develop students' understanding of key themes such as: law, morals, political beliefs, freedom and repression, war, different cultures and beliefs, physical and emotional wellbeing, relationships, power and conflict and responsibilities. They are provided with the opportunity to discuss and debate ideas and relate fictional characters</p>



CURIOSITY

COMPASSION

COURAGE



and their situations to the real world. Deep learning of knowledge in the aforementioned areas is intended to inspire **curiosity** in our students and encourage them to ask questions about the world they live in.

At LFA QEMS, we teach a knowledge rich curriculum that supports students in mastering the ideas, concepts and stories that shape our world. Topics are interleaved so that knowledge is retained and mastered, and skills are acquired more quickly. Low stakes quizzing, knowledge organisers and metacognitive strategies are used routinely to support learning and allow students to recognise the gaps in their own knowledge.

Threshold Concepts (TCs):

A good student of English understands that:

1. English is about **communication** and **meaning**. [TC1]
2. Acquiring a broad and varied **vocabulary** unlocks understanding of the wider world and opportunities in life. [TC2]
3. Developing knowledge of effective **listening** and **oracy** develops acquisition and application of the language, as well as, reading and writing. [TC3]
4. A text is a **construct** which possesses a **form**, is written in a particular **style** and has a **structure** which contributes towards **meaning**. [TC4]
5. Texts are influenced by the **context** in which they are written in, as well as, the context in which they are received. [TC5]
6. Texts are written for a variety of different **genres** and for different **purposes** and **audiences**. [TC6]
7. **Literature** provides a gateway into **different interpretations** of what it meant to be human in the past and what it means across time including the present and future. [TC7]
8. Texts may explore numerous **themes**. [TC8]
9. There are many ways to explore a text through: **summary, synthesis, analysis, evaluation** and **comparison**. [TC9]
10. **Writer's methods** are intentional choices made by writers in order to achieve **effects**. [TC10]
11. There are many **literary theories** which may be used to enhance the exploration of a text. [TC11]
12. Successful **communication** is **organised** and **cohesive**. [TC12]
13. Meaningful **viewpoints** and **perspectives** are underpinned by **thesis**. [TC13]
14. Better arguments are supported by **evidence**. [TC14]
15. Accurate **spelling, punctuation** and **grammar** contribute towards successful communication. [TC15]



CURIOSITY

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KS2 National Curriculum summary:

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

For writing, the programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Teaching develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

[Programme of Study for Key Stage 2 English link](#)

Learner skills:

Critical thinking

Organisation

Collaboration

Adaptability

Oracy

Self-quizzing



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CRITICAL THINKING



ORGANISATION



COLLABORATION



ADAPTABILITY



ORACY



SELF QUIZZING

Term 1 Aug-Oct

Term 2 Nov-Dec

Term 3 Jan-Feb

Term 4 Mar-Apr

Term 5 Apr-May

Term 6 Jun-Jul

The Big Question

Year 11: Why can I transfer my knowledge and skills in English to a range of different disciplines?

Big picture questions:

How does Shakespeare present *Macbeth* as a tragedy?

How do poets explore power and conflict in different ways?

How can I improve my knowledge of course content?

Content (Linked to TCs):

Macbeth

Linked to TCs 1-15 with emphasis on:

A text is a construct which possesses a form, is written in a particular style and has a structure which contributes towards meaning. [TC4]

Texts are influenced by the context in which they are written in, as well as, the context in which they are received. [TC5]

Writer's methods are intentional choices made by writers in order to achieve effects. [TC10]

Power and Conflict Poetry (War and Identity)

Focus on TCs 1-15 with particular emphasis on:

TC5 – Texts are influenced by the context in which they are written in, as well as, the context in which they are received.

TC7 – Literature provides a gateway into different interpretations of what it meant to be human in the past and what it means across time including the present and the future.

Revision of GCSE English Language and English Literature from Term 3 until Examinations

Focus on TCs 1-15 with particular emphasis on:

Revision of GCSE English Language and English Literature from Term 3 until Examinations

Focus on TCs 1-15 with particular emphasis on:

TC12 – Successful communication is organised and cohesive.

TC13 – Meaningful viewpoints and perspectives are underpinned by thesis.

TC14 – Better arguments are supported by evidence.

TC15 – Accurate spelling, punctuation and grammar contribute towards successful communication.



CURIOSITY

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Explorations in Creative Reading and Writing

Linked to TCs 1-15 with emphasis on:

English is about communication and meaning. [TC1]

Successful communication is organised and cohesive. [TC1]

Accurate spelling, punctuation and grammar contribute towards successful communication. [TC15]

TC12 – Successful communication is organised and cohesive.
TC13 – Meaningful viewpoints and perspectives are underpinned by thesis.
TC14 – Better arguments are supported by evidence.
TC15 – Accurate spelling, punctuation and grammar contribute towards successful communication.

Writers' Viewpoints and Perspectives

Linked to TCs 1-15 with emphasis on:

English is about communication and meaning. [TC1]

Successful communication is organised and cohesive. [TC12]

Accurate spelling, punctuation and grammar contribute towards successful communication. [TC15]

Vocabulary Instruction:

exposition; rising tension; catastrophe; treason; chaos; foreshadow; ominous; ambition; suspicious; manipulative; influence; conflicted; consequence; guilty; heinous; regicide; dramatic irony; tragic hero; treachery; tyranny; reversal; fatal flaw; paranoia; metaphor; natural order; kingship; contrast; tragedy; anagnorisis

trauma, nationalism, patriotism, propaganda, ideology, occupation, loyalty, futility, devastation, terror, colloquial, PTSD, florioraphy, ambiguity, contemporary, monotony, nonchalance, domestic, sacrifice, loss, freedom, terror

Understand, identify, explain, analyse, structure, evaluate, viewpoint, perspective, describe, narrative; empathy; cyclical structure



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		<p>Toussaint, L'Ouverture; Mary Seacole; Caribbean</p> <p>identity vs. British identity; Islamic faith and Koran; Bushido; code of honour; jingoism; patriotic duty; Creation; postmodernism</p> <p>Understand, identify, explain, analyse, structure, evaluate, viewpoint, perspective, describe, narrative; empathy; cyclical structure</p>		
Assessment:	Language and Literature PPE		Language and Literature PPE	Final examinations
Key/Historical misconceptions in this unit:	<p>Jacobean attitudes towards witches, witchcraft and the supernatural;</p> <p>understanding features of a tragedy;</p> <p>difference between time of setting (medieval) and time of writing (Jacobean);</p> <p>differences in roles of women between time of setting and time of writing; use and understanding of dramatic terms</p>	<p>Understanding the relevance of context to the theme of identity; knowledge of the individual contexts surrounding each poem;</p> <p>understanding and analysis of poetic techniques and writer's methods in written responses.</p>	<p>Understanding of what each question is assessing; how to structure effective written responses;</p> <p>knowledge of the content of each paper and the formatting of questions.</p>	
Sequencing:	<p>We have chosen to sequence the year 11 curriculum like this because it builds on previous knowledge, skills and expectations developed in Year 10. These skills are then applied to a Shakespearian text which will again recall skills developed during KS3 studies. Studying the 'War' and 'Identity' clusters of the Power and Conflict poetry in term 3 will enable students to recall and revise the poems studied in Year 10 as well as completing the anthology as a whole. The interleaving of the different clusters of poetry will also allow students to apply newly acquired knowledge and skills to previously taught poems, allowing them to develop their understanding of the texts. Guided and independent revision throughout the rest of the year will ensure that teachers will be able to pick up on and address any misconceptions as well as helping to embed accurate and efficient knowledge and practice. Revision lessons will also ensure that students are fully aware of the structure of the examinations, are confident in their approach to answering each question.</p>			



CURIOSITY

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	<p>'Power and Conflict' poetry will be spaced throughout Y11 alongside teaching of <i>Macbeth</i> and Language focused lessons.</p>
Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p>Units such as <i>Macbeth</i> and <i>Power and Conflict</i> poetry expose students to perspectives they would be unlikely to otherwise engage with. This promotes compassion and allows them to develop their emotional intelligence as, in the words of Harper Lee "You never really understand a person until you consider things from his point of view. Until you climb inside his skin and walk around in it."</p> <p>Continuing to expose students to texts such as <i>A Christmas Carol</i> and <i>An Inspector Calls</i>, as well as the contextual knowledge surrounding these, promotes curiosity by inspiring students to complete wider reading, and influences them to choose more varied texts when reading for pleasure. The open ended questions used within lessons reinforces the need for deeper thinking.</p> <p>Students will be encouraged to be brave and take chances in their own work in order to strive to achieve their potential. Preparing for exams by experimenting with different revision techniques and being able to take and use constructive criticism will also encourage courage and the personal development it inspires.</p>
National Curriculum plus:	<p>In addition to teaching the statutory elements of the national curriculum, we also include the opportunity for students to develop their own moral compass which will enhance their developing life skills. By providing the opportunity for discussion and debate we introduce them to key concepts which include: the law, morality, political beliefs, freedom and repression, different cultures and beliefs, physical and emotional wellbeing, relationships, power and conflict and responsibilities.</p>