



# SAINT JOHN WALL CATHOLIC SCHOOL

## *A Catholic School For All*



### Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

### KS4 Year 11 English



### Year 11 English Scheme of Work Overview

<b>Sequencing of topics</b>	<p>Autumn term 1: Language paper 1/Unseen Poetry plus revision of A Christmas Carol.</p> <p>Autumn term 2: Mock exam- Language paper 1/ A Christmas Carol and CTG tasks following mock 1.</p> <p>Spring term 1: Language paper 2/ completion of anthology poetry (Nature collection) plus revision and practise assessment of An Inspector Calls.</p>	<p>Spring term 2: Mock exam 2- Language paper 2/ Anthology poetry/ R&amp;J and CTG tasks following mock 2. Revision of Romeo and Juliet</p> <p>Summer term 1: Interleaved revision of Language and Literature topics with priority given to areas identified in the DDTAs across mocks 1 and 2.</p>
<b>Calendared assessments</b>	<p>TERM 1: Mock 1- Language paper 1/ ACC and practise of unseen poetry.</p> <p>TERM 2: Mock 2- Language paper 2/ Anthology poetry/R&amp;J and practise of An Inspector Calls</p>	
<b>Personal Development</b> <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p><b><u>Cross curricular:</u></b></p> <p>2019: RE and English are working together to promote the Words of Unity poetry competition for all year groups.</p> <p>The Victorian Era (including the Poor Law and the Industrial Revolution) are taught in History- year 8 term one.</p> <p>WW1 and trench warfare/propaganda are taught in History- year 8 term two.</p> <p>Concepts of omnipotence/ power are explored in RE in years 10 and 11.</p> <p><b><u>SJW Values:</u></b></p> <p>Faith-filled and hopeful- being motivated to build on knowledge and skills through revision and practise.</p> <p>Attentive and discerning- when reflecting upon tasks and assessments and identifying how to improve.</p> <p><b><u>SMSCV:</u></b></p> <p>-Exploring the importance of social responsibility and social justice.</p> <p>-Understanding the relevance between contexts studied and their place in modern society.</p>	
<b>Progression model</b>	<p><b>What <u>knowledge</u> will pupils develop? <i>(Including key terminology)</i></b></p> <ul style="list-style-type: none"> <li>➤ An understanding of how to approach the different questions and AOs for both Language papers.</li> <li>➤ Consolidation and revision of the texts studied for GCSE English Literature, including plot, themes, characters and context.</li> <li>➤ A fuller, broader understanding of terminology and how to implement it in written responses.</li> <li>➤ An understanding of the ideas, themes and contexts of the poems studied, as well as how to answer a question about them individually, identifying links between them and how to compare the different poems.</li> </ul>	<p><b>What <u>skills</u> will pupils develop? <i>(Including literacy &amp; Numeracy)</i></b></p> <ul style="list-style-type: none"> <li>• Students will develop comparison skills for both Literature poetry and Language paper 2- resulting in them being able to draw links between texts independently.</li> <li>• Using the taught PEEL/PEEZ structure and applying in exam contexts to texts studied- with the ingredients of the paragraph allowing students to explore broader ideas and concepts.</li> <li>• Use taught structures for creative and transactional writing and applying successfully in timed conditions.</li> <li>• Through the application of tier 2 and 3 vocabulary, students will develop an academic writing style when responding to Literature texts.</li> </ul>

**Development  
homework**

Weekly quote tests are given every Friday.

Revision guides for each element of both exams, along with suggested tasks are released termly.

Specific homeworks released linked to the targets identified in assessments/mock exams.

Weekly breakfast club (Wednesday mornings at 8) are delivered and open to all for additional revision.