

Fairfield High School Curriculum Overview – English Year 11

Subject	English	Why do we study these units in Year 11?
Lessons per fortnight	8	<p>At Fairfield, both GCSE English Language and GCSE English literature follow the AQA specification. We teach both subjects alongside each other over a two-year course. The Year 11 curriculum is designed to refine the skills covered in Year 10 and allow time for revision of the set texts. The year is punctuated with two sets of PPEs (in October and February), which allow students to experience sitting real exams in authentic exam conditions.</p> <p>GCSE English Language.</p> <p>Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.</p> <p>The GCSE curriculum is designed so that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.</p> <p>GCSE English Literature.</p> <p>Fairfield students study the following texts: Shakespeare’s <i>Romeo & Juliet</i>, <i>An Inspector Calls</i> by J. B. Priestley, <i>The Strange Case of Dr Jekyll & Mr Hyde</i> by R. L Stevenson and a cluster of poetry titled <i>Love and Relationships</i>.</p>

		<p>There are thematic links between the GCSE set texts that we teach: the theme of love in <i>Romeo and Juliet</i> is complemented by studying <i>Love and Relationships</i> poems. Additionally, ideas about reputation and status are both present in <i>An Inspector Calls</i> and <i>The Strange Case of Dr Jekyll & Mr Hyde</i></p>

Students are encouraged to be Responsible Global Citizens through activities/content on - UN sustainable development Goal 8: Decent work and economic growth. The study of *An Inspector Calls* affords opportunities to engage with ideals of socialism / capitalism.

UN sustainable development Goal 3: Good health and well-being. The study of *Romeo and Juliet* and the *Love and Relationships* poems allows opportunities to consider the importance of maintaining a mentally healthy attitude towards the issues arising.

We ensure all students experience high challenge in the subject by including...

Original Shakespearean and Victorian vocabulary. Complex themes and current affairs that encourage students to form their own opinions and support them effectively. Examples of grade 9 model answers. Modelling high level academic vocabulary.

Literacy work this year includes...

Assessment objectives 5 & 6 focus on the importance on accurate spelling, punctuation and grammar.

Innovation and Creativity opportunities this year include...

Cultural capital opportunities are offered in the form of a trip to the theatre to listen to the GCSE poets deliver their poetry and discuss how best to write about poems in exam conditions. (Lifting of restrictions pending) Additionally,

where available, we aim to offer students the opportunity to watch a live performance of a GCSE play - either in school or on an excursion. (Lifting of restrictions pending)

Employability opportunities/skills covered this year are...

The study of GCSE English is directly linked to employability opportunities as a grade 4 or above allows pupils to study their desired course at a Further Education establishment.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Non-fiction reading, writing and spoken language.	<p>Understanding the different viewpoints and perspectives of writers.</p> <p>Knowledge of the content of the exam paper and the expectations of the examiner, including: retrieval, summary, analysis and comparison.</p> <p>Presentation and communication skills including speaking in standard English and listening.</p>	<p>AO1: Read, understand and respond to texts.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>English Language Paper 2.</p> <p>Spoken Language Component.</p>

			<p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>AO7: Demonstrate presentation skills in a formal setting</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations.</p>	
2	Literature Paper 1 Section B – Dr Jekyll and Mr Hyde (TBC depending on changes made by the exam board due to the disruption suffered by many students due to the pandemic)	Knowledge of plot, characterisation and themes. Appreciation of author’s craft and intention. Understanding how context affects meaning.	<p>AO1: Read, understand and respond to texts. Students should be able to:</p> <p>maintain a critical style and develop an informed personal response</p> <p>use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	Literature Paper 1 Section B

			AO3: Show understanding of the relationships between texts and the contexts in which they were written.	
3	Literature revision – Romeo and Juliet and Unseen Poetry.	Knowledge and understanding of exam format and requirements.	AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO4: Evaluate texts critically and support this with appropriate textual references	Literature Paper 1 knowledge test
4	English Language Paper 1 revision	Knowledge of plot, characterisation and themes. Appreciation of author's craft and intention. Understanding how context affects meaning.	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written.	Full Language and Literature Paper 2 exams – in PPEs.

5	Revision of all course content.	<p>Knowledge and understanding of format, content and timings of all papers.</p> <p>Understanding of how to revise and approach exam questions</p>	<p>AO1: Read, understand and respond to texts.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	GCSE examinations