

Year 10 into 11:

During the Summer Term, year 10 students should have covered the majority of the Power and Conflict anthology for their Literature exam. However, due to periods of self-isolation there is still content to cover now at the start of Y11. For each poem, students should know what the poem is about, their views about power and/or conflict, what key quotations imply, the importance of some elements of structure, and how literary techniques are used by the poet. In order to check students' understanding of these, there will be recall starters each lesson - our '5 a day' - that include reference to these, and multiple choice homework that will enable teachers to see where gaps in knowledge are. In order to check that students have caught up, we will be revisiting multiple choice quizzes, as well as practise essays as part of the exam preparation, and mock exams and specific homework tasks that review the poetry in detail.

For Y11 students Sep 2021, The Sign of the Four has been removed from the exam by the board so we will be able to use this time to fully complete the Poetry Unit and consolidate learning and practice across the previous units which some students will have had periods of self-isolation last year. We will then be revisiting as part of the revision process in February to June, as well as setting specific revision homework. For those that need more input, we will also be setting specific stepped revision tasks, extra revision sessions, scaffolding within lessons and providing specific revision materials. We will also be using extra tuition provided via the catchup funding. Mock exams will be in November and in January.

[English] - Year 11 Unit Autumn 1 The Strange Case of Dr Jekyll and Mr Hyde				
What are we learning?	What knowledge, understanding and skills will we gain?¹	What does mastery look like?²	How does this build on prior learning?³	What additional resources are available?
A complete study of The Strange Case of Dr Jekyll and Mr Hyde, by Robert Louis Stevenson, in preparation for English Literature paper 1. Here, students will be required to explore an	Knowledge: Who the key characters are and their place within the mystery genre; the role of crime and the police, duality, class, the Industrial revolution and its position within London, Victorian society; a clear knowledge of the storyline and the order of events;	-The ability to structure an essay, focusing on how to construct an ARGUMENT in answer to the question	Year 7: Study of the Gothic and its conventions Study of Sherlock Holmes and the Limehouse Horror play	Project Guttenberg links to different free versions ready for download: http://www.gu

<p>extract from the text and refer to the rest of the novel in their answer to an essay question.</p>	<p>and appreciation the genre of mystery fiction.</p> <p>Understanding: How the contextual factors influenced Stevenson’s writing; how the storyline develops and which are the key moments of tension. Who the main characters are. How the use of metaphor and figurative language conveys attitudes and perspectives; how elements of the mystery genre add to the tension within the novel</p> <p>Skills: Exploding quotations to explore layers of meaning, identifying techniques used and why they are used (effects and impact created); SQuAD paragraphs of analyse to justify viewpoints and perspectives and analyse writer’s intentions; Making links between theme or character development across the novel to consolidate ideas and perspectives on the novel; how to write a well-structured and argued essay; how to link from the extract to the novel as a whole</p>	<p>-The ability to memorise key quotations and references and refer to specific places within the novel that link to the given extract</p> <p>-The confidence to formulate arguments and perspectives about Stevenson’s intentions and views about Victorian society.</p>	<p>Year 8: Adventure and Tension: study of Victorian Literature extracts</p> <p>Year 7 – 9: novel study</p> <p>Analytical essays throughout year 7 – 9, SQUAD analysis and exploding quotations</p>	<p>tenberg.org/books/2097</p>
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[English] - Year 11 Unit Spring Term Revision

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	Additional resources available?
<p>Revision across previously learned and taught material to home in on key exam skills and responses, refining the quality of what is produced and consolidating the recall of knowledge and understanding to use it to best effect.</p> <p>Areas covered: Language Paper 1 – Reading Comprehension of Fiction text and Descriptive Creative Writing. Language Paper 2 – Reading Comprehension and comparison of Non-Fiction texts and Writing for a viewpoint Literature Paper 1 – Sign of the Four extract-based essay response and Macbeth extract-based essay response Literature Paper 2 – An Inspector Calls extract-based essay response, a Power and</p>	<p>Knowledge: -what characters and themes are present within the texts and what they represent or signify -what structures and techniques writers use and why -what contextual factors or links influence the content of the texts or their messages -the structure and style of each exam question and paper, what is expected by the examiner, how the student needs to respond</p> <p>Understanding: -what writers’ intentions are and how they convey their messages -how language and structure is used to convey meaning and why (across the full range of texts)</p>	<p>-The ability to structure an essay, focusing on how to construct and ARGUMENT in answer to the question across the different exam units</p> <p>-The ability to memorise key quotations and references across all the set texts</p> <p>-The confidence to formulate arguments and perspectives about writers’ intentions and what they wanted to achieve</p> <p>-The ability to compare and make connections across and between texts</p> <p>-Identifying and using key terms, vocabulary, and techniques confidently and being able to analyse why they are used and what impact or effect they have</p>	<p>Links to previous learning:</p> <p>Year 7 – Novel; Play text; Poetry Unit: Creative Writing Year 8 – Of Mice and Men; Poetry; Year 9 – The Crucible; Novel; Writing for a Viewpoint</p> <p>Analytical essays throughout KS3 and KS4 and Creative Writing/Writing with a viewpoint</p> <p>Lead into future learning: KS5 – A Streetcar Named Desire, The Great Gatsby, The Importance of Being Earnest, Poetry through the Decades</p>	<p>-Knowledge Organisers</p> <p>-The texts</p> <p>-Media server versions</p> <p>-CPG revision guides</p> <p>-AQA home page</p> <p>-BBC Bitesize</p> <p>-SENCA learning</p> <p>-websites (particularly Mr Bruff revision youtube tutorials)</p>

<p>Conflict comparative essay response and an Unseen poetry essay response including and Unseen Comparison</p> <p>Use the Curriculum Summary Guides for each of these areas to support the revision of them too.</p>	<ul style="list-style-type: none"> -how context influences meaning and message -how to craft sentences, punctuation, and vocabulary for effect -how to approach the needs of each paper and question for maximum effect <p>Skills:</p> <ul style="list-style-type: none"> -Exploding quotations to explore layers of meaning, identifying techniques used and why they are used (effects and impact created) - SQuAD paragraphs of analyse to justify viewpoints and perspectives and analyse writer's intentions - Making links between theme or character development across the texts to consolidate your idea and perspectives on the play -Identifying and using techniques, vocabulary and structures in others writing and in your own - Constructing and formulating connections and comparisons between texts to build and consolidate viewpoints, perspectives and understanding 	<p>-Confidence and understanding of what each exam contains and requires</p>		
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