

## Roundwood Park School Curriculum Map – English Year 11

*RPS English students will have creative and enquiring minds. They will have the ability to communicate respectfully with kindness and empathy, gaining knowledge and taking inspiration from insights into literature and the wider world.*

Year Group 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	Language Paper One/Unseen Poetry	Mocks/NEA	Modern Text	Mocks/Revision	Revision	
Key Knowledge or Enquiry Question	How can students analyse methods used to convey meaning in fiction and articulate their own description or narrative?	How can students plan, write and deliver a speech on a topic of their choice to an audience and respond to questions in detail?	How can students make links between context and the way writers create meaning in texts to influence an audience and challenge social structures?	How can I revise for exams and develop skills independently in preparation for exams?	How can I revise for exams and develop skills independently in preparation for exams?	
Concepts	<p>Students explore a range of modern fictional texts analysing the way that writers create meaning by exploring language, structure and narrative voice.</p> <p>Students learn to select effective quotation choices, structure timed responses and evaluate opinions on texts.</p> <p>Students will then utilise these skills in planning and organising their own writing. Students develop</p> <p>Students learn how to plan and proofread/edit at speed.</p> <p>Students develop focused analysis on a theme in a poem in timed conditions.</p>	<p>Students practise their exam skills in timed, examination conditions.</p> <p>Students watch and critique examples of NEA speeches and how they are delivered.</p> <p>Students then decide on their own topic and then go on to decide on their own topic, plan and refine their own speech.</p> <p>Students practise their delivery and how to engage an audience they are presenting to.</p> <p>Students learn how to be confident when responding to unplanned questions.</p>	<p>Students explore the form of a modern play and the role lighting, music and setting influence an audience.</p> <p>Students are introduced to the concept of the well made play and whether AIC meets this criteria.</p> <p>Students evaluate quotations to learn those that best support their interpretations.</p> <p>Students plan and respond to a choice of questions and learn how to select the best question in timed conditions.</p> <p>Students practise timed responses.</p>	<p>Students now start to recall information regularly.</p> <p>Lessons use metacognitive theories in order to space learning and consolidate and confirm subject knowledge and revise via theme.</p>	Continued from last half term.	
Key Vocabulary	Expository, descriptive, narrative, persuasive, metaphor, simile, adverb, adjective, personification, sensory language, alliteration, point of view, perspective, effect, soliloquy, aside, iambic pentameter, context, utopia, dystopia, narrative voice, rhetorical questions, collective pronouns, statistics, emotive language, tricolon, anecdote.					
ASPIRE Habits	Resourceful Learners – Think creatively	Resourceful Learners – Make links	Reflective/Resilient Learners	Reflective/Resilient Learners	Resilient Learners	Responsible/Resilient Learners
Reading Opportunities						Summer bridging work for their next options.