

Roundwood Park School Curriculum Map – English Year 11

Students in English will be confident when communicating their voice: their expressive voice in creative writing; their academic and critical voice in response to their wide and diverse reading; their spoken voice when communicating with others.

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 fiction texts, analysing the ways 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 conveying them with a clear academic voice in essays.</p> <p>Students will then utilise these skills in planning and organising their own writing.</p> <p>Students develop focused analysis on a theme in a poem in timed conditions.</p>	<p>Students study speeches exploring how voice can be best used for impact.</p> <p>Students independently choose their topic to deliver in a speech: they plan and refine their own speech.</p> <p>Students practise their delivery and how to engage an audience they are presenting to, learning how to use pace, volume, silence and a range of non-verbal communication skills to create impact.</p> <p>Students learn how to be confident when responding to unplanned questions.</p>	<p>Students read with insight and interpretation using a range of contexts to inform their interpretations of characters and themes.</p> <p>Students explore the form of a modern play and the role lighting, music and setting influence an audience.</p> <p>Students evaluate quotations to learn those that best support their interpretations.</p> <p>Students learn to plan and respond to a choice of questions and learn how to create convincing, mature lines of argument in sophisticated interpretative essays.</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	Resourceful/Resilient Learners	Reflective/Resilient Learners	Resilient Learners	Responsible/Resilient Learners
Reading Opportunities	‘Rebecca’ by Daphne Du Maurier, ‘The Kite Runner’ by Khaled Hosseini	“Lend Me Your Ears: The Greatest Speeches in History.” by William Safire	‘A Doll’s House’ by Henrik Ibsen.	Re-reading, “Macbeth” and “A Christmas Carol”	Re-reading “An Inspector Calls” and “Power and Conflict Poetry”	Summer bridging work for their next options.