

OVERVIEW LONG TERM PLAN FOR YEAR 11 (2022-23)

When?	Summary of core knowledge	Assessment Objectives
Autumn term 1 (6 ½ weeks)	<p>Revision of 19th and 21st Century non-fiction (approx. 7 lessons)</p> <ul style="list-style-type: none"> Language Reading: Revise procedural knowledge of reading from year 10 (skim and scan reading; reading for comprehension; explicit information retrieval) and practise applying to a non-fiction context; introduce reading synthesis and straightforward comparison of non-fiction information) <p>Initial teaching of 'An Inspector Calls' (approx. 30 lessons)</p> <ul style="list-style-type: none"> Literature: Learn the plot of the play; who the characters are and how they connect with each other; explore the theme of class by exploring how the characters react to their responsibility in Eva's death; continue to develop essay writing and analytical procedural knowledge introduced throughout year 10. 	Lang AO1, 2, 3 and 4 Lit AO1, 2 and 4
Autumn term 2 (8 weeks)	<p>Formal persuasive and transactional writing (approximately 4/5 lessons)</p> <ul style="list-style-type: none"> Language Writing: Revise speech and formal letter writing formats; revise TiP ToP and coherence within paragraphs and across a whole text; revise formal discourse markers; revise the three rhetorical appeals. <p>Unseen poetry (4/5 lessons): Students should've been completing weekly unseen poetry tasks for homework using their CGP revision book, which should have been discussed as a weekly 'in and on' task.</p> <ul style="list-style-type: none"> Literature: Revise reading for understanding and meaning; develop confidence using quotations to support inferences; develop confidence in making selections about what to analyse further; develop vocabulary for tone. <p>(POST MOCKS) Procedural knowledge of Comparison (approx. 8/9 lessons):</p> <ul style="list-style-type: none"> Language Reading: Revise analysis (Q2); focus on synthesis and comparison making sure that students are reading the question carefully and locating what's needed. Literature: Develop ability to look for similarities and differences in idea, messaging and tone; develop understanding of how to structure a poetry comparison response. 	Lang AO5 and 6 Lit AO1 and 2 Lang AO3 Lit AO1 and 2
Spring term 1 (6 weeks)	<p>First week back is dedicated to SOAR opportunities.</p> <p>A Christmas Carol (approx. 13 lessons)</p> <ul style="list-style-type: none"> Literature: Revise key plot components. Develop understanding of the theme of class (revising key portable concepts on class from An Inspector Calls). In greater and more purposeful depth, teach the characters of Tiny Tim and Bob Cratchit. Support students' growing ability to use the text in a non-chronological capacity to locate and use apt evidence. Develop students' knowledge and use of appropriate contextual knowledge. Continue to support and develop students' abilities to write critically and appropriately in essays. <p>Informal Writing (approx. 4/5 lessons)</p> <ul style="list-style-type: none"> Language: Revise informal audiences and informal styles of writing, including a grammatical focus on contractions and use of subordinate clauses within sentences. Revise explicit advice writing conventions and combine with opinion writing. Revise review and informal letter writing, including formats and conventions. Revise proof reading strategies within an exam context. <p>TARGETTED MOCK WEEK</p> <p>Non-fiction analysis (approx. 4/5 lessons)</p> <ul style="list-style-type: none"> Language: Provide students with a range of non-fiction reading experiences and questions for question 2 on the non-fiction paper. Revise R.A.T., inference making and evidence selection with a focus on reading accurately as well as developing speed. Develop students' abilities to write concise and appropriate analytical comments. 	Lit AO1, 2 and 3 Lang AO5 and 6 Lang AO2
Spring term 2 (5 weeks)	<p>Shakespeare (approx. 13/14 lessons)</p> <ul style="list-style-type: none"> Literature: Revise key plot components. Develop understanding of the theme (Macbeth – kingship/Romeo – family) by examining key extracts and revising exam strategies for extract analysis. Increase students' exposure to different question stems. In greater and more purposeful depth, teach key characters (Macbeth – Duncan and Malcolm/Romeo – Capulet and Tybalt). Support students' growing ability to use the text in a non-chronological capacity to locate and use apt evidence, as well as writing a Shakespeare essay. <p>An Inspector Calls (approx. 8/9 lessons)</p> <ul style="list-style-type: none"> Literature: Revise the character of Eva Smith as a way of revising key plot and character elements. Develop students' understanding of gender within the play. Continue to develop students' abilities to write analytical essays and planning in timed exam conditions. 	Lit AO1, 2 and 4
Summer term 1 (3 ½ weeks)	<p>Revision Blocks</p> <p>From April onwards and as directed by the Department's calendar, staff are directed to teach revision blocks. These revision blocks should address the individual needs of their class/es, as well as the needs of individual students. New knowledge should be limited to the content of literature texts (for example, a specific lesson revising a character that had previously been covered as part of a theme rather than in isolation), rather than the procedural knowledge required to engage with exams on either the language or literature courses. The foundation for meeting these needs should be a result of staff conducting an audit of their class/es' needs, in conjunction with a student self-assessment audit.</p>	Lang AO1, 2, 3, 4, 5 and 6 Lit AO1, 2, 3 and 4
Summer term 2 (6 weeks)		