

**Year 11**

Subject: **English**

Curriculum and Assessment Progression Map

Holy Family

Catholic High School

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| **Key Learning Constructs to be developed over the academic year. – Core Knowledge** | **Scheme of Learning****Autumn Term** | **Scheme of Learning****Spring Term** | **Scheme of Learning****Summer Term** |
|  | **Part 1:****Macbeth**Context of the play – Shakespeare’s life and the time he lived in How the plays were performed – the Globe. Key themes: Ambition, Guilt, Free Will, Fate/Destiny, Regicide, Supernatural. Key characters: Macbeth, Lady Macbeth, Banquo, Three witches, King Duncan, Malcolm, Macduff, Donalbain.**Part 2:****Pre 20th Century Novel: Frankenstein (revision)****NB: See Year 10 CAPM for all info for Part 2 as it is revision** | **Part 3 and 4: English Language Papers 1 and 2 revision and An Inspector Calls revision****NB: See Year 10 CAPM** | **BESPOKE REVISION FOR EACH CLASS** |
| **Hinterland Knowledge** | **Part 1 and 2:** Morality plays, Whodunnits, Socialism, Capitalism, J.B. Priestley’s views on relationships with women, J.B. Priestley’s biography, Reference to J.B. Priestley’s novel daylight on Saturday, Post-war Britain, The Welfare State, Biblical teachings of the concept of being members of one body, Biblical imagery of the Holy Spirit, Noblesse Oblige, Victorian morality, The Beveridge Report. |  |  |
| **Assessment: -Formative** **-Summative Pieces** | “Do Now” quizzes. Fix the error. Cold calling. Interleaved retrieval quizzing. Show-call Live marking |
| MOCK EXAMS | MOCK EXAMS | GCSE EXAMS |
| **Key Vocabulary** | **Part 1:**Morality, Responsibility, Allegory, Symbolism, Community, Socialism, Capitalism, Aristocracy, Noblesse oblige,Hierarchy, Welfare, Dependency, Collective, Prejudice, Hypocrisy. | **Part 2:**As part 1 |  |  |  |  |
| **Key Skills** | Writing formally, Writing in Standard English, Essay structure, Crafting a personal response, Use of quotations, Identifying and analysing language techniques, Writing non-fiction – Letters, Employing grammatical structures for effect, Employing punctuation for effect. | Writing in Standard English, Identifying language devices, Identifying and analysing language techniques, Using subject terminology accurately, Writing comparatively, Writing evaluatively, Writing analytically, Crafting a personal response, Employing figurative language, Writing for an audience, Writing for a purpose, Employing grammatical structures for effect, Employing punctuation for effect. | Analytical writing – Literature, Use of quotations, Writing formally, Writing in Standard English, Essay structure, Identifying and analysing language techniques, Crafting a personal response.Identifying and analysing structural features. |
| **Opportunities outside the taught curriculum.** |  |  |  |