

## Curriculum Overview: Year 11 English – Analysis, evaluation and consolidation

Unit 1 (10 weeks) Summer 2- Autumn 1	Unit 2 (10 weeks) Autumn 1 – Autumn 2	Unit 3 (10 weeks) Spring 1 – Spring 2
<p><b>A Christmas Carol</b> <i>(links to Literature Paper 2)</i></p> <p>This unit introduces pupils to a key English Literature 19<sup>th</sup> century fiction prose text, with a focus on how Dickens creates meaning through analysis of language and structure, theme and character tracking, and developing pupils’ personal response to the text.</p>	<p><b>Exploring fiction</b> <i>(links to Language Paper 1)</i></p> <p>This unit ties together a range of reading knowledge and skills, with a focus on developing pupils’ understanding of language and structure analysis and evaluation. This knowledge is then used practically to develop pupils’ own imaginative writing.</p>	<p><b>Revision</b> <i>(links across all papers)</i></p> <p>This unit plots revision of the knowledge, content and skills needed for pupils to succeed in Edexcel English Language and Literature:</p> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Evaluation</li> <li>• Comparison</li> <li>• Transactional and imaginative writing</li> <li>• Personal response and critical style in literature</li> </ul>
<p><b>Links to prior learning</b></p> <p>Builds on pupils’ previous understanding of the traditions of gothic fiction from <i>Introduction to Gothic</i> (Y8) and <i>Frankenstein</i> (Y9). Also builds on personal response and critical style developed in Y10.</p>	<p><b>Links to prior learning</b></p> <p>Builds on explicit imaginative writing techniques from <i>The Odyssey</i> (Y7), <i>Introduction to Gothic</i> (Y8) and <i>Short Stories</i> (Y9). Also links to imaginative and engaging techniques used by writers from <i>Girl. Boy. Sea</i> (Y8).</p>	<p>This unit builds a culmination of all prior study, pulling from elements across KS3 and KS4 to enable pupils to be better readers, analysers, evaluators and writers.</p>
<p><b>Stretch and Challenge Enquiry</b></p> <p>Does Dickens’ portrayal of the poor undermine his overall message?</p>	<p><b>Stretch and Challenge Enquiry</b></p> <p>How can I use literary symbols to improve the sophistication of my imaginative writing?</p>	<p><b>Stretch and Challenge Enquiry</b></p> <p>How do I continue to develop my communication skills, at school/college in further study, or into the world of work?</p>
<p><b>Equipment Needed</b></p>	<p><b>Wider Reading</b></p>	<p><b>Family activities</b></p>
<ul style="list-style-type: none"> <li>• Copies of <i>A Christmas Carol</i> (provided)</li> <li>• Unseen 19<sup>th</sup> century fiction booklet (provided)</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE York Notes and Revision Guides are available for <i>A Christmas Carol</i> – please remember we follow the Edexcel GCSE 9-1 syllabus.</li> <li>• Further reading: <i>Bah, Humbug!</i> by Michael Rosen and Tony Ross, <i>Christmas Dinner of Souls</i> by Ross Montgomery, <i>Great Expectations</i> by Charles Dickens</li> </ul>	<ul style="list-style-type: none"> <li>• Share reading aloud together – both fiction and non-fiction</li> <li>• Learn a range of techniques and terminology</li> <li>• Practise evaluation skills when watching a movie or TV programme. For example: <i>this movie attempts to be exciting. Evaluate how successfully this is achieved.</i> Pupils can explain to their family what TIES and SPECS are!</li> </ul>