



Curriculum Narrative

Subject: English	Year: 11	Author: ODE
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Substantive Knowledge <i>Pupils will know</i>	Disciplinary Knowledge <i>Pupils will be able to</i>
<p>Key Threshold Concepts:</p> <p>Detailed and in-depth study of texts, integrating analysis, synthesis, evaluation, and comparison.</p> <p>Appreciation of Inter-related nature of Literary texts – understanding literary tropes and motifs used across texts and literary periods.</p> <p>The complex discourse that occurs between a writer as creator and reader as receiver through a text.</p> <p>Revision and learning to embed key knowledge to apply in exams.</p>	<p>Subject Skills:</p> <p>To understand the literal and inferential readings of a text</p> <p>To analyse language and structure</p> <p>To critically evaluate a text</p> <p>To integrate contextual information</p> <p>To synthesise the differences between texts</p> <p>To compare writers’ perspectives</p> <p>To find links between literary texts</p> <p>To construct a description or narrative, applying a range of descriptive and narrative techniques</p> <p>To construct a coherent and convincing argument</p> <p>Use a range of sentence structures and vocabulary</p> <p>Use the planning and editing process, proof-reading to reflect on accuracy, as well as Literary improvements</p>

<p>Subject Specific Knowledge and Sequencing:</p> <p>Macbeth, by William Shakespeare Life in Shakespearean England, The Globe theatre, Divine Right of Kings, Great Chain of Being, ideas of ambition</p> <p>Revision of Literature Texts: A Christmas Carol, <i>Macbeth</i>, <i>Blood Brothers</i>, <i>Power and Conflict Poetry</i> and Response to Unseen Poems</p> <p>Interleaving & Explicit Revision of Language: Analysis, evaluation and comparison; construction of narrative, description and argument</p> <p>Reflection on Exam Performance and how to improve</p>	<p>Prerequisites and Spiral Teaching:</p> <ul style="list-style-type: none"> Building on study of text in Year 10- content and knowledge - key areas of literary history and appreciation of the transhistorical nature of a literary text in a social, spiritual context Building on analysing the language and structure of the text to understand the writer’s view Students will understand how to answer exam questions and will reflect on progress to make improvements
	<p>Cross-Curricular Knowledge Links:</p> <p><i>History – Life in Elizabethan and Victorian England</i> <i>Conflicts through time – Boer war, ww1, ww2, Iraq, 9/11</i> <i>Changing British society: gender roles through time, musical heritage, 1980s recession and Thatcher’s Britain; post-war society</i> <i>Globe heritage and performance</i></p>

<p>Reading Lists / Sources / Reading around the subject recommendations:</p> <ul style="list-style-type: none"> Core texts above, plus other Dickens texts; further works by Shakespeare and Russell; a wider range of poetry reading to prepare for Unseen element; use of GCSE Pod, Bitesize and other revision resources.
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