



Curriculum Narrative

<i>Subject: English</i>	<i>Year: 11</i>	<i>Author: GF</i>
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Key Knowledge <i>Pupils will know</i>	Key Skills <i>Pupils will be able to</i>
<p style="text-align: center;">Key Threshold Concepts:</p> <p>Detailed analysis of texts integrating analysis, synthesis, evaluation, and comparison Appreciation of Inter-related nature of Literary texts – understanding the big literary tropes and motifs used across texts and literary periods The complex discourse that occurs between a writer as creator and reader as receiver through a text. The autonomy of a reader to respond to a text with their own thesis about a text. Appreciation of the way that literary texts can change our views on life. Clear understanding of the importance of language and vocabulary in shaping meaning – “controlling the words instead of them controlling us”</p>	<p style="text-align: center;">Subject Skills:</p> <p>How to read the semantic and pragmatic meanings of a literary and non literary text How to analyse language and structure How to evaluate a text How to integrate contextual knowledge How to synthesise the differences between texts How to compare writers’ perspectives Annotating the anthology and associated resources Finding patterns between the poems How to construct a description or narrative Applying descriptive and narrative techniques Using a range of sentence structures and vocabulary Accuracy, editing and proof-reading</p>

<p style="text-align: center;">Subject Specific Knowledge and Sequencing:</p> <p>A Christmas Carol by Charles Dickens Victorian attitudes to class, Maltheus, Sabbatarianism, Dickens’ biography Romeo and Juliet By William Shakespeare – a thesis on the text, Shakespeare’s presentation of key characters and themes, use of language Blood Brothers – Russell’s presentation of class. Use of dramatic irony – stagecraft. Power and Conflict poetry – context of poets and poetry in AQA anthology, poetic forms and their convention Analysis and evaluation of creative writing Key narrative techniques and constructions for writing – zoom, flashback, chronological/ non chronological narrative, figurative language Analysis, synthesis and comparison of non fiction writing – rhetorical devices, sentence constructions – minor, conjunctions,</p>	<p style="text-align: center;">Prerequisites and Spiral Teaching:</p> <ul style="list-style-type: none"> • Students will have an understanding of examination requirements and structure from year 10 • The themes and characterisers of literary texts will be understood • Key areas of literary history consolidated. • Experience of a variety of different text types • Development of the “what? How? Why?” of a text. • Understanding the political nature of literary text • Appreciation of the transhistorical nature of a literary text in a social, spiritual context • Understanding of the relationship between texts and the societies in which they were produced • Building on analysing the language and structure of the text to understand the writer’s view • Students will understand how to evaluate a text
	<p style="text-align: center;">Cross-Curricular Knowledge Links:</p> <p><i>History – Life in Victorian England, conflicts through time – Boer war, ww1, ww2, 9/11; !960- 1980 life in the UK – political identities – Margret Thatcher</i></p>

Reading Lists / Sources / Reading around the subject recommendations:



- *A Christmas Carol by Charles Dickens*
- *Romeo and Juliet by Shakespeare*
- *AQA Power and Conflict Poetry*
- *Blood Brothers by Willy Russell*
- *Unseen Poetry – The Norton Anthology of Poetry*
- *GCSE Pod*
- *BBC Bitesize*