



# CHORLTON HIGH SCHOOL: CURRICULUM

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## CHS Curriculum Intent

**SUCCESSFUL:** Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

**CREATIVE:** Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

**HAPPY:** Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

## CHS Curriculum Area Framework for Learning – Year 11

<b>SUBJECT</b>	English
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<b>Year Group</b>	<b>11</b>					
<b>Rationale/ Narrative</b>	Year 11 2019-20 will prepare students for the GCSEs they will sit in the summer term of this year in both English Literature and English Language. Over the course of the year, students will have opportunities to revise Literature content as well as how to approach each of the questions they will face across all four of the exam papers (two for Literature and two for Language). This year will build students' resilience when it comes to exams and develop their skills when it comes to both reading for meaning and writing creatively. The units have been designed to both support and challenge students so that each student is pushed to their potential.					
	<b><u>Autumn 1</u></b> Literature Paper 2 Revision	<b><u>Autumn 2</u></b> Language Revision	<b><u>Spring 1</u></b> Literature Paper 1 Revision	<b><u>Spring 2</u></b> Language Revision	<b><u>Summer 1</u></b> Final Revision	<b><u>Summer 2</u></b>
<b>KNOWLEDGE</b>	<b><u>Literature Paper 2</u></b> <i>(Section A – Lord of the Flies, Section B – Poetry Anthology, Section C – Unseen Poetry)</i> *Plot *Characterisation *Overarching themes *Social and historical context of all texts *The methods used by the writer to convey key ideas	<b><u>Language Papers 1&amp;2</u></b> *A range of fiction and non-fiction extracts from the 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> century will be explored *Purpose/Audience/Form *Appreciation of writers' craft	<b><u>Literature Paper 1</u></b> <i>(Section A – Macbeth, Section B – Jekyll &amp; Hyde)</i> *Plot *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas	<b><u>Language Papers 1&amp;2</u></b> *A range of fiction and non-fiction extracts from the 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> century will be explored *Purpose/Audience/Form *Appreciation of writers' craft	An amalgamation of the previous sections on this row will be covered as we carry out final revision across both Literature and Language.	
<b>SKILLS</b>	*Show an awareness of the writer's methods *Include subject terminology confidently when analysing and writing responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated essay *Analyse the use of language and structure and the impact on the reader *Understand the context of a text and how that links with the ideas within that text	*Exploration and analysis of language and structure used for effect within a range of texts *Summarise key ideas *Evaluate texts and form personal opinions on the content of them. *Plan critical essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated critical essay *Embed a range of quotes and references to support their ideas *Develop their ability to craft their own pieces of	*Show an awareness of the writer's methods *Include subject terminology confidently when analysing and writing responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated essay *Analyse the use of language and structure and the impact on the reader *Understand the context of a text and how that	*Exploration and analysis of language and structure used for effect within a range of texts *Summarise key ideas *Evaluate texts and form personal opinions on the content of them. *Plan critical essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated critical essay *Embed a range of quotes and references to support their ideas *Develop their ability to craft their own pieces of	An amalgamation of the previous sections on this row will be covered as we carry out final revision across both Literature and Language.	



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	*Embed a range of quotes and references to support their ideas	writing, using an appropriate 'voice' and range of devices for impact.	links with the ideas within that text *Embed a range of quotes and references to support their ideas	writing, using an appropriate 'voice' and range of devices for impact.		
<b>ASSESSMENTS</b>	<p><i>Students will complete 6 assessment points across the autumn term. The THREE progress checks within this half term will be based on Literature Paper 2 and will:</i></p> <ul style="list-style-type: none"> <li>*Consolidate the students' awareness of characters and events across all Literature Paper 2 texts</li> <li>*Ensure that students are developing their level of analysis.</li> <li>*Check for technical accuracy (QWC)</li> <li>*Build students' resilience with sitting full exams.</li> </ul>	<p><i>Students will complete THREE progress checks across this half term. They will all be Language based, with one of the assessment points being the College Entry Exam papers which will be a Language Paper 1 and 2. All assessment points this half term will:</i></p> <ul style="list-style-type: none"> <li>*Check students' ability to analyse language and structural choices made by writers</li> <li>*Check personal opinions on texts they read across 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries</li> <li>*Check students' ability to write discursively, ensuring that they engage their readers throughout and blend their devices effectively</li> <li>*Check for technical accuracy (QWC)</li> </ul>	<p><i>Students will complete 5 assessment points across the spring term. The TWO progress checks within this half term will be based on Literature Paper 1 and will:</i></p> <ul style="list-style-type: none"> <li>*Consolidate the students' awareness of characters and events across all Literature Paper 1 texts (Jekyll and Hyde and Macbeth)</li> <li>*Ensure that students are developing their level of analysis.</li> <li>*Check for technical accuracy (QWC)</li> <li>*Build students' resilience with writing essays in timed conditions.</li> </ul>	<p><i>Students will complete THREE progress checks across this half term. They will all be Language based, with one of the assessment points being the February Mock Exam papers which will be a Language Paper 1 and 2. All assessment points this half term will:</i></p> <ul style="list-style-type: none"> <li>*Check students' ability to analyse language and structural choices made by writers</li> <li>*Check personal opinions on texts they read across 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries</li> <li>*Check students' ability to write discursively, ensuring that they engage their readers throughout and blend their devices effectively</li> <li>*Check for technical accuracy (QWC)</li> </ul>	<p><i>Students will complete 2 assessment points across this half term. The TWO progress checks within this half term will:</i></p> <ul style="list-style-type: none"> <li>*Consolidate the students' understanding of the Literature texts and how to approach exam questions successfully</li> <li>*Ensure that students are developing their level of analysis</li> <li>*Consolidate the students' understanding of how to approach the Language exams.</li> <li>*Check for technical accuracy (QWC)</li> <li>*Build students' resilience with sitting full exams.</li> </ul>	