**KS4 Long Term Plan: Year 11**

**Year 11 is primarily Language based with opportunities to revise the Literature texts in class alongside the mandatory weekly homework.**

**November Mock** – Language Paper 2 and Literature Paper 1 **March Mock** – Language Paper 1 and Literature Paper 2

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| Term | Autumn Term 2023 | | | | | | | | | | | | | | | | | | | | | Spring Term 2024 | | | | | | | | | | | | | | | | Summer term 2024 | | |
| Themes Covered | Gender | | | | | | **Supernatural** | | | | | | | | | **Family/relationships** | | | | | | | | **Morality** | | | | **Class and Responsibility** | | | | | | | **Power** | | | | | **Identity** |
| Topic | Language Paper 1 and 2 | Language Paper 2 | Literature: A Christmas Carol and Macbeth | | | | | | | | Language Paper 1 | | | | Literature: Poetry and An Inspector Calls | | | | | | | Language Paper 1 | | | | Language Paper 2 | | | Literature: Poetry, | | | | | | ACC and Macbeth | | | Final Revision | | |
|  | Weekly | Weeks 1-4 and Week 7 | 2 Weeks | | | | | | | | 4 Weeks | | | | 3 Weeks | | | | | | | 5 Weeks | | | | 3 Weeks | | | 2 Weeks | | | | | | 2 Weeks | | | 6 weeks | | |
| Outline | Pupils will have a weekly Language lesson based on writing skills for the Question 5s of the Language Papers.  Lessons will have a retrieval starter based on the Literature texts, key vocabulary and SPaG.  The lessons address the Question 5s of the two Language Papers, securing the structure necessary for the GCSE. | Weeks 1-4  Continue with the I do, We do, You do approach for the next 4 weeks in order for pupils to gain a clear understanding of how to answer the questions. Use he visualiser to model.  When reading the texts, please use the visualiser to underline key information in each paragraph, summarise each paragraph as you go and clarify and difficult vocabulary. At the end of each source, please summarise using “Overall,” in order for pupils to understand each source before continuing with the questions.  Spend two weeks using the June 2017 paper - “How can my son be…?” paper and then move on to the November 2018 “Cycling” paper.  Week four will be an introduction to Language Paper 2 Question 5. Complete lesson 1 or 2 then lesson 3, 4 and 5 from the Scheme of Work. We will come back to the other lessons later in the year.  Week 7  Please use the June 2018 - “Morning Glass” papers for this week’s revisit of Language Paper 2. | Weeks 5-6  Please revise key character, themes and how to respond to an exam style question ready for their November mocks. | | | | | | | | Weeks 8 and 9  Pupils will be in and out for mocks over the next two weeks. With this is mind, please complete the final eight lesson of the Language Paper 1 Question 5 SoW.  Weeks 11-12  Please use the June 2017 - Rosabel paper to introduce pupils to Language Paper 1.  As this is their first explicit introduction to Language Paper 1 (they have used the skills at the beginning of Year 10 with the Different Cultures unit), it I important to model clearly what pupils need to do to read the text and answer the questions.  When reading the text, please use the visualiser to underline key information in each paragraph, summarise each paragraph as you go and clarify and difficult vocabulary. At the end of each source, please summarise using “Overall,” in order for pupils to understand each source before continuing with the questions.  Please use the I do, We do, You do technique when modelling.  Please always teach to a band 3, clear and then higher depending on your group. | | | | Week 10 - Poetry  This is your third opportunity of five to complete and revise the Power and Conflict poems.  Weeks 13-14 – An Inspector Calls  Please revise key character, themes and how to respond to an exam style question ready for their March mocks. | | | | | | | Weeks 15-16 - June 2019 - The Mill  Week 19 – November 2018 - T Rex – A sound of Thunder  Week 20 - Language paper 1 Question 5.  Week 25 –June 2018 - Mr Fisher  Please continue to model with the visualiser to at least a Level 3, clear, depending on your class. | | | | Weeks 22-23 – June 2019 - The Crossing  Please promote more independence now and using the visualiser for live marking in the lesson.  Week 24 – Language Paper 2 Question 5  Please continue with lesson 6-10 from the SoW on Language Paper 2 Question 5. | | | Weeks 17-18 – Poetry and Unseen Poetry  This is your fourth opportunity of five to complete and revise the Power and Conflict poems.  In this session, you will have to work on comparison skills and essay writing skills explicitly.  Please also teach how to analyse for the unseen poems and the final comparison question, 27.2. | | | | | | Week 26- A Christmas Carol  Please revise key characters, themes and how to respond to an exam style question ready for their exams.  Week 27 – Macbeth  Please revise key characters, themes and how to respond to an exam style question ready for their exams. | | | Week 28 – Language Paper 2 – November 2017 - Schools  Week 29 – Language Paper 1 – November 2019 - Avalanche  Week 30 – Language Paper 2 – November 2019 - Elephants  Week 31 – Language Paper 1 – November 2017 - Alice Digging  Week 32 – A Christmas Carol/Macbeth  Week 33 – Poetry/An Inspector Calls  Pupil should be working more independently by now.  Please ask pupils to clarify what is requested by the question before reminding them yourself.  Please loo at work completed in the lesson under the visualiser and use the mark scheme to mark it together.  Give clear targets for improvement. | | |
| Themes Covered |  |  |  |  |  | | |  |  |  | |  |  |  | | |  |  |  |  |  | |  | |  | |  | | |  |  |  |  |  | |  |  | |  | | |
| Key Contextual Ideas |  |  | Charles Dickens  Victorian era  Thomas Malthus  The Poor Law  Workhouses | | | 17th Century England:  King James I  The Great Chain of Being  The Divine Right of the King  Witches and supernatural  Gender and patriarchal society | | | | |  | | | | Romanticism  WW1 poetry  Different Cultures  Women’s perspective  Crimean War | | | J. B. Priestly  Socialism  Capitalism  Edwardian Era  Titanic  Suffragette Movement  The World Wars  Miners’ Strike | | | |  | | | |  | | |  | | | | | |  | | |  | | |
| Themes |  |  | The Christmas Spirit.  Poverty and Social Responsibility.  Family.  Redemption. | | | Supernatural  Ambition  Kingship  Appearance vs Reality  Violence  Gender | | | | |  | | | | Power of Humans  Power of Nature  Power of Conflict | | | Social Responsibility  Age  Gender  Class | | | |  | | | |  | | |  | | | | | |  | | |  | | |
| Characters |  |  | Scrooge  Fred  The Cratchits  Jacob Marley  The three spirits  Fezziwigs  Ignorance and Want | | | Macbeth  Lady Macbeth  King Duncan  Banquo  The Witches  Macduff  Lady Macduff  Malcolm | | | | |  | | | |  | | | Inspector Goole  Mr Birling  Mrs Birling  Sheila  Eric  Gerald  Eva Smith  Edna | | | |  | | | |  | | |  | | | | | |  | | |  | | |
| Key Quotations |  |  | Please refer to *the A Christmas Carol* non-negotiable quotations. | | | Please refer to the *Macbeth* non-negotiable quotations. | | | | |  | | | | Aim for three per poem | | | Please refer to the *An Inspector Calls*  non-negotiable quotations. | | | |  | | | |  | | |  | | | | | |  | | |  | | |
| Assessment |  | Assess for Q3 at the end of week 2. | Assess for an analytical paragraph based on Macbeth. | | | | | | | | Assess for Question 3. | | | | * Please practise comparison analytical paragraphs with your pupils. * March Mock | | | * Practise analytical paragraphs.   March Mock | | | | Assess for Question 4 at the end of week 16.  Assess for Question 5 at the end of week 20.  Assess for Q4 at the end of week 25. | | | | Assess for Question 4 at the end of week 23.  Assess for Q3 at the end of week 28. | | | Assess for comparison analytical paragraph.  March Mock | | | | | |  | | | Assess for Language paper 2 Question 3 at the end of week28  Assess for Language paper 1 Question 3 at the end of week 29. | | |
| Assessment Objectives | **AO1** – Identify and interpret explicit and implicit information and ideas.  -select and synthesise evidence from different texts.  **AO2** – explain, comment on and analyse how writers use language and structure to achieve effect and influence readers, using relevant subject terminology to support their views.  **AO3** – Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.  **AO4** – Evaluate texts critically and support this with appropriate textual references.  **AO5** – Content and Organisation – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences.  Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.  **AO6** – Technical Accuracy – Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | | **AO1** - Read, understand and respond to texts. Students should be able to:  • maintain a critical style and develop an informed personal response  • use textual references, including quotations, to support and illustrate interpretations.  **AO2** - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.  **AO3** - Show understanding of the relationships between texts and the contexts in which they were written. | | | | | | | | **AO1** – Identify and interpret explicit and implicit information and ideas.  -select and synthesise evidence from different texts.  **AO2** – explain, comment on and analyse how writers use language and structure to achieve effect and influence readers, using relevant subject terminology to support their views.  **AO3** – Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.  **AO4** – Evaluate texts critically and support this with appropriate textual references.  **AO5** – Content and Organisation – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences.  Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.  **AO6** – Technical Accuracy – Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation | | | | **AO1** - Read, understand and respond to texts. Students should be able to:  • maintain a critical style and develop an informed personal response  • use textual references, including quotations, to support and illustrate interpretations.  **AO2** - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate | | | **AO1** - Read, understand and respond to texts. Students should be able to:  • maintain a critical style and develop an informed personal response  • use textual references, including quotations, to support and illustrate interpretations.  **AO2** - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.  **AO3** - Show understanding of the relationships between texts and the contexts in which they were written. | | | |  | | | |  | | |  | | | | | |  | | |  | | |