**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 1-4Continue 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 7Please use the June 2018 - “Morning Glass” papers for this week’s revisit of Language Paper 2. | Weeks 5-6Please revise key character, themes and how to respond to an exam style question ready for their November mocks. | Weeks 8 and 9Pupils 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 11-12Please 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 - PoetryThis is your third opportunity of five to complete and revise the Power and Conflict poems.Weeks 13-14 – An Inspector CallsPlease revise key character, themes and how to respond to an exam style question ready for their March mocks. | Weeks 15-16 - June 2019 - The MillWeek 19 – November 2018 - T Rex – A sound of ThunderWeek 20 - Language paper 1 Question 5.Week 25 –June 2018 - Mr FisherPlease continue to model with the visualiser to at least a Level 3, clear, depending on your class. | Weeks 22-23 – June 2019 - The CrossingPlease promote more independence now and using the visualiser for live marking in the lesson.Week 24 – Language Paper 2 Question 5Please continue with lesson 6-10 from the SoW on Language Paper 2 Question 5.  | Weeks 17-18 – Poetry and Unseen PoetryThis 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 CarolPlease revise key characters, themes and how to respond to an exam style question ready for their exams.Week 27 – MacbethPlease revise key characters, themes and how to respond to an exam style question ready for their exams. | Week 28 – Language Paper 2 – November 2017 - SchoolsWeek 29 – Language Paper 1 – November 2019 - AvalancheWeek 30 – Language Paper 2 – November 2019 - ElephantsWeek 31 – Language Paper 1 – November 2017 - Alice DiggingWeek 32 – A Christmas Carol/MacbethWeek 33 – Poetry/An Inspector CallsPupil 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 DickensVictorian eraThomas MalthusThe Poor LawWorkhouses | 17th Century England:King James IThe Great Chain of Being The Divine Right of the KingWitches and supernaturalGender and patriarchal society |  | RomanticismWW1 poetryDifferent CulturesWomen’s perspectiveCrimean War | J. B. PriestlySocialismCapitalismEdwardian EraTitanicSuffragette MovementThe World WarsMiners’ Strike |  |  |  |  |  |
| Themes |  |  | The Christmas Spirit.Poverty and Social Responsibility.Family.Redemption. | SupernaturalAmbitionKingshipAppearance vs RealityViolenceGender |  | Power of HumansPower of NaturePower of Conflict | Social Responsibility AgeGenderClass |  |  |  |  |  |
| Characters |  |  | ScroogeFredThe CratchitsJacob MarleyThe three spiritsFezziwigsIgnorance and Want | MacbethLady MacbethKing DuncanBanquoThe WitchesMacduffLady MacduffMalcolm |  |  | Inspector GooleMr BirlingMrs BirlingSheilaEricGeraldEva SmithEdna |  |  |  |  |  |
| 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 week28Assess 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. |  |  |  |  |  |