

<b>Subject:</b>	<b>ENGLISH</b>	<b>Year</b>	<b>11</b>	<b>Ability</b>	<b>All</b>
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Term / Date(s)	Half term 1	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
<b>Topic</b>	Literature Paper 2, Section B Conflict Poetry	<b>Post-1914 Drama:</b> 'An Inspector Calls' by J.B. Priestley	Language Paper 2, Section A: Non-fiction writing. Section B: Transactional Writing	TBC	TBC	TBC
<b>Topic overview</b>  <b>Pupils will learn...</b>	How to interpret the meaning and the moral message of the Power and Conflict anthology poems and to analyse the language, form, themes and structure of each individual poem. Students will also learn how to compare meaning, language, themes and structural features across the cluster. Students will learn the poems in groups across the year to support with recall and retention.	<b>Post-1914 Drama:</b> 'An Inspector Calls' by J.B. Priestley	Section A: How to identify and interpret information and ideas from a range of fiction extracts. They will also learn how to analyse language and structure to understand how writer's influence the reader. Students will learn how to select and synthesise evidence from different non-fiction texts. Section B: How to write for a variety of transactional writing purposes and for a range of audiences			
<b>Components</b>	Students will read and understand the power and conflict cluster in the AQA anthology in order to prepare for the GCSE examination. Students will explore how poets use language devices and structural devices when conveying a theme or message in order to analyse writer's choices. Students will explore a range of perspectives and presentations of conflict in order to analyse writer's choices and understand how conflicts affect individuals and communities. Students will use concise quotations and textual references to support	How to read, analyse and critically explore the character development, themes and Edwardian context of 'An Inspector Calls'.	Section A: understand a range of non-fiction texts in order to make accurate inferences. Students will read and evaluate a 19th and 21st century text in order to be able to analyse and compare in exam conditions. Students will read and evaluate a non-fiction text in order to come to a considered, personal judgement. Students will read and evaluate a non-fiction text in order to come to a considered, personal judgement. Students will compare writers' ideas and perspectives across two non-fiction fiction texts in order to understand a range of perspectives and ideas. Section			

	and develop interpretation and comparisons in order to support a viewpoint in their own analysis and writing. Students will explore how writer's use poetic devices to convey themes in order to draw comparisons across poems.		B: Students will use examples of formal letters, informal letters, speeches, reviews, articles, reports and guides, covering a range of topics and issues to use as a stimulus for students' own extended writing. Students will understand the varying formats and layouts for each of the transactional writing types to see how each transactional writing piece may differ from another. Students will incorporate a variety of rhetorical devices to suit a range of forms, audiences and purposes to practise within own writing. Students will practise each of the necessary formats using a variety of question titles to ensure students know the accurate layout for each type of question. Students will revise and practise using accurate spelling, punctuation and grammar in order to improve technical accuracy in sustained writing pieces. Students will use examples to identify tone and register to create writing for a variety of audiences. Students will incorporate a variety of sentence types and lengths and sentence openers within own writing in order for writing to be developed and ambitious. Students will create extended writing pieces using a taught structure of introduction, three main ideas and conclusion, to ensure writing is sustained and developed			
<b>What pupils should already know (prior learning components)</b>	The topic will build on poems studied in Y9. Students should know how to identify poetic and structural devices and comment on the effect of these devices and make accurate inferences (Animal poetry Y7, Relationship poetry Y8, Conflict poetry Y9) Students will know how the	Students will explore the Edwardian, 1910s British context and how this affects the events and characters in the play. This includes: working life and rights, Priestley's life and times, capitalism	Section A: Students should be able to select relevant quotes to support a viewpoint. Students should be able to identify and comment on the effect of techniques used by a writer. Students should be able to use comparative phrases. Section B: How to write for a variety of purposes at KS3 level (letters,			a

<p>context of a text or poem can influence writer's choices (Y7 MSLOTM, Y8 Trash, Y9 THUG, Y8 relationship poetry, Y7 Frankenstein and Dracula)</p>	<p>versus socialism, family, gender, class and hierarchy.</p>	<p>speeches, articles, reviews) How to accurately punctuate writing. Consider a viewpoint other than their own. How to use stimulus materials to support their own writing. How to construct an argument in writing. How to use grammatical and structural features to write a response.</p>			
	<p>Students will read the play, explore events and ideas in the play in order to understand describe, and interpret information to support and develop an interpretation in an extended analysis.</p>				
	<p>Students will explore how Priestley creates character and how characters develop or change throughout the play in order to show consideration of how structure is used to convey meaning and influence the reader.</p>				
	<p>Students will use relevant, concise quotations and/or textual references when writing about the play in order to develop a convincing and informed personal response.</p>				
	<p>Students will explore the writer's craft in order to identify and comment on language, tone and structural techniques used by Priestley.</p>				
	<p>Students will analyse how settings are used to understand how they add meaning to the play.</p>				

		<p>Students will understand the key themes of the play in order to explore how they are developed and shown throughout the play in order to develop a considered interpretation.</p> <p>Students will use a critical style in order to structure and develop an effective argument.</p>				
<b>Transferrable knowledge (skills)</b>	<p>Students will build upon their knowledge of seminal world literature; these skills were taught through the study of 'The Breadwinner', 'Trash' and 'Blood Brothers'.</p> <p>Students will build upon their ability to read and analyse increasingly challenging texts; this skill was taught whilst studying 'The Breadwinner', 'Trash', 'Blood Brothers', 'Frankenstein' and 'Gothic Fiction'.</p> <p>Students will build upon their ability to know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning.</p> <p>Students will study setting, plot, and characterisation, and the effects of these; skills learnt in various topics such as 'Shakespeare's women', 'The Breadwinner' and 'Trash'.</p>	<p>Reading and analysing modern and Shakespearean plays in order to understand how a play is constructed.</p> <p>How to select relevant quotes to support an interpretation.</p> <p>Students should know that context can impact meaning and the purpose of a play.</p> <p>Students should know how to track themes throughout a play.</p> <p>Students should know how to identify and analyse writer's methods in a text.</p> <p>Students should know how to analyse characters and their development</p>	<p>Section A: This topic will build on students' ability to make accurate inferences and select textual reference to support their viewpoint. This topic will build on students' ability to retrieve explicit and implicit information from a text. Students will build on their ability to analyse features of non-fiction. This topic builds on students' ability to communicate clearly, effectively and imaginatively. It further develops students' skills in organising information and ideas by developing confidence in their use of structural and grammatical structures to support cohesion and coherence. It also serves to further embed students' technical accuracy</p>			

		through plays and fiction.				
<b>Key vocabulary pupil will know and learn</b>	Simile, metaphor, personification, context, stanza, rhyme, rhythm, semantic field, imagery, interpretations, onomatopoeia, oxymoron, repetition, sibilance, enjambment, caesura, conflict, grief identity	<p>This topic will build on students' ability to analyse dramatic devices used by writers of a play.</p> <p>This topic will build on students' understanding of how context can influence a writer's choices.</p>	Full stop, comma, capital letter, apostrophe, semi-colon, simple sentence, complex sentence, compound sentence, paragraph, format, layout, argument, rhetorical devices, tone, register, audience.			
<b>Resources available</b>	Power and Conflict Anthology <a href="https://tutor-in.co.uk/aqa-powerand-conflict-poetry-gcse-english">https://tutor-in.co.uk/aqa-powerand-conflict-poetry-gcse-english</a> .	<a href="#">Year 11 - An Inspector Calls.pdf (arkalexandra.org)</a>	Shared area lesson resources: See English faculty Team folder. <a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1644">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1644</a> (technical accuracy resource) <a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1047">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1047</a> (approaches to writing)			
<b>Notes</b>  <b>Why this topic is important...</b>	This topic focuses on a GCSE anthology and will be on the GCSE Literature examination. Through studying the Power and Conflict cluster, students will improve their reading and literature analysis skills which can be applied to a range of other GCSE texts.	<p>This topic focuses on a GCSE set text and will be on the GCSE Literature examination. Through studying 'An Inspector Calls', students will improve their reading and literature analysis skills which can be applied to their other GCSE texts.</p> <p>It further builds on students' ability to consider the impact of the social, historical and cultural context on a writer's message.</p> <p>As well as this, it introduces students to essay writing.</p>	This topic focuses on transactional writing which will be on the GCSE Language exam. Through exploring their own writing, students will practise using language, form and structure to create meaning and effects in order to engage a reader which aids their study of other writers' methods in the literature units and in nonfiction reading. In addition, writing for a variety of purposes can prepare students for real-world situations.			