

English Y11 curriculum map		
Dates	Term 1	Term 2
Focus	Romeo and Juliet	REVISION
Key Knowledge	<ul style="list-style-type: none"> - Develop understating of Shakespeare’s contribution to the literary heritage and contextual factors that may have influenced him. - Develop knowledge of Elizabethan England. - Literacy skills. - Develop knowledge of decoding skills. - Key language and structural devices. - Understand the plot of Romeo and Juliet - Understand Shakespeare’s use of characterisation in Romeo and Juliet - Understand how Shakespeare uses language and structure for effect in Romeo and Juliet - Understand how to write a successful analytical essay 	<ul style="list-style-type: none"> - Interleaved revision with spaced learning implemented. This will be varied weekly across the KS4 curriculum and will centre on the weaknesses found in the mock exams. - Units taking precedence have been highlighted through PPE result analysis where students have underperformed: English Language Paper 2, especially writing skills. Teachers can adapt to their classes needs.
Key Skills	<p><u>READING – Assessment Objectives</u></p> <p>AO1 • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4 • Evaluate texts critically and support this with appropriate textual references.</p> <p><u>WRITING – Assessment Objectives</u></p> <p>AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting</p>	<p><u>READING – Assessment Objectives</u></p> <p>AO1 • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4 • Evaluate texts critically and support this with appropriate textual references.</p> <p><u>WRITING – Assessment Objectives</u></p> <p>AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p>

	<p>tone, style and register for different forms, purposes and audiences.</p> <p>AO6 • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><u>SPOKEN LANGUAGE – Assessment Objectives</u></p> <p>AO7 - Present in a formal setting AO8 – Listen and respond appropriately to spoken language AO9 – Use spoken standard English appropriately</p>	<p>AO6 • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><u>SPOKEN LANGUAGE – Assessment Objectives</u></p> <p>AO7 - Present in a formal setting AO8 – Listen and respond appropriately to spoken language AO9 – Use spoken standard English appropriately</p>
Assessment Title	Full mock	Full mock
Homework	Weekly knowledge organiser homework	Weekly knowledge organiser homework