

Long Term Plan

Year 11: English

Learning Cycle		Key Concepts and Themes	Vocabulary
HT1	An Inspector Calls	<ul style="list-style-type: none"> • Characterisation • Structure • Stagecraft and dramatic devices • Context of production and reception (including reviews) • The way a writer uses and subverts generic conventions • The significance of social responsibility • Tracing themes across a text 	Microcosm, Socialism, Capitalism, infantilise, mouthpiece, façade, motif, symbolism, omniscience, cyclical structure, proxemics, dramatic irony
HT2	Poetry	<ul style="list-style-type: none"> • Factors of production and reception and analysis of language and poetic techniques • Poetic form and purpose and authorial intention • Drawing comparisons between poems and their presentation of particular themes • Using a critical lens to illuminate the text 	Phonetic spelling, colloquial, extended metaphor, trauma, Post-colonial
HT3	Macbeth and 19 th Century texts	<ul style="list-style-type: none"> • Conventions of tragedy • Characterisation • Stagecraft and dramatic devices • Tracking themes through the text • Authorial methods including structural choices • Shakespeare's use of figurative language • Relevant contexts and authorial intent • Using critical lenses to illuminate the text • Blending of genre as a reflection of authorial intention • Exploration of narrative perspective 	Hubris, hamartia, soliloquy, aside, semiotics, fatal flaw, tragic hero, equivocation, exposition, complication, rising action, climax, falling action, catastrophe, denouement
HT4			
HT5	Revision Programme		
HT6			

Skill Development	<ul style="list-style-type: none"> • When faced with a new text, students will make connections with texts and contexts they have already encountered in order to illuminate the unfamiliar. • They will become confident, critical readers • Students will form lines of argument about texts they have read and will appreciate how to effectively explore the argument through analytical writing. • Students will develop an extensive vocabulary • Students will identify and appreciate the impact of a writer's choice accurately and with precision, connecting methods together and appreciating a writer's style. • Students will perform play scripts of increasing complexity, in order to discuss language use, using role, intonation, tone, volume, mood, silence, stillness and action to add impact • Students will continue to appreciate how a text has been shaped by its contexts; they will apply critical lenses to texts. • Students will consciously craft their writing in order to create varied specific impacts, experimenting with language and structure and evaluating the effectiveness of their decisions. • Students will learn how to plan, draft, edit and proof-read in order to perfect their writing. • Students will make critical comparisons across a range of texts in order to illuminate understanding of contexts, themes, characterisation, structure and language whilst also exploring different perspectives. • Students will take an active role in managing classroom debate, listening to and using the views of others to build on their own ideas.
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