

## ENGLISH: Long-Term Plan – Year 11

**Long-term planning (LTPs)** - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group  
 Ensuring that end points & NC/spec are covered  
 Identifying what assessments are planned and when  
 Ensuring whole school intent priorities to be planned for

YEAR 11						
	Autumn 1		Spring		Summer	
<b>Unit title:</b>	<b>Shakespeare: 'Macbeth'</b>	<b>Trial Exam Revision: Lit Paper 1 + Lang Paper 2</b>	<b>Exam Revision: Unseen Poetry 'Power and Conflict' 'An Inspector Calls'</b>	<b>Spoken Language Endorsement Exam Revision: Lang Paper 1</b>	<b>Exam Revision: Lit Paper 1 + Lang Paper 2</b>	<b>Exam Revision: Lit Paper 2 + Lang Paper 1</b>
<b>Unit length:</b>	Whole Term		Whole Term		Whole Term	
<b>Key concepts or themes:</b>	<ul style="list-style-type: none"> <li>✓ <b>IDENTITY:</b> power, corruption, regret and remorse</li> <li>✓ <b>RELATIONSHIPS:</b> power struggles</li> <li>✓ <b>SOCIETY:</b> witchcraft and religious hierarchy</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writers' Viewpoints and Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>✓ REVISION AND RECALL</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explorations in Creative Reading and Writing</li> </ul>	<ul style="list-style-type: none"> <li>✓ REVISION AND RECALL</li> </ul>	<ul style="list-style-type: none"> <li>✓ REVISION AND RECALL</li> </ul>
<b>Knowledge/ Skills:</b>	<b>A01:</b> Read, understand and respond to texts <ul style="list-style-type: none"> <li>▪ critical style</li> <li>▪ informed personal response</li> <li>▪ textual references</li> </ul> <b>A02:</b> Analyse the language, form and	<b>A01:</b> Identify and interpret explicit and implicit information Select and synthesis evidence from different texts <b>A02:</b> Explain, comment on and analyse how writers use language and structure to achieve	<b>A01:</b> Read, understand and respond to texts <ul style="list-style-type: none"> <li>▪ critical style</li> <li>▪ informed personal response</li> <li>▪ textual references</li> </ul> <b>A02:</b> Analyse the language, form and	<b>A01:</b> Identify and interpret explicit and implicit information Select and synthesis evidence from different texts <b>A02:</b> Explain, comment on and analyse how writers use language and structure to achieve	<b>A01:</b> Read, understand and respond to texts <ul style="list-style-type: none"> <li>▪ critical style</li> <li>▪ informed personal response</li> <li>▪ textual references</li> </ul> <b>A02:</b> Analyse the language, form and	<b>A01:</b> Identify and interpret explicit and implicit information Select and synthesis evidence from different texts <b>A02:</b> Explain, comment on and analyse how writers use language and structure to achieve

	<p>structure used by a writer to create meanings</p> <ul style="list-style-type: none"> <li>▪ relevant subject terminology</li> </ul> <p><b>A03:</b> Understand the relationship between the ideas in a text and context in which it is written</p> <ul style="list-style-type: none"> <li>▪ genres</li> <li>▪ periods in time</li> <li>▪ cultural context</li> <li>▪ social structures</li> </ul> <p><b>A04:</b> Range of vocabulary and sentence structures for clarity, purpose and effect</p> <ul style="list-style-type: none"> <li>▪ accurate spelling and punctuation</li> </ul>	<p>effects and influence readers</p> <ul style="list-style-type: none"> <li>▪ relevant subject terminology to support views</li> </ul> <p><b>A03:</b> Compare writers' ideas and perspectives across two or more texts</p> <p><b>A05:</b> Communicate effectively and imaginatively</p> <ul style="list-style-type: none"> <li>▪ select and adapt tone, style and register for different forms purposes and audiences</li> </ul> <p>Organise information and ideas</p> <ul style="list-style-type: none"> <li>▪ use structural and grammatical features to support coherence and cohesion</li> </ul> <p><b>A06:</b> Range of vocabulary and sentence structures for clarity, purpose and effect</p> <p>accurate spelling and punctuation</p>	<p>structure used by a writer to create meanings</p> <ul style="list-style-type: none"> <li>▪ relevant subject terminology</li> </ul> <p><b>A03:</b> Understand the relationship between the ideas in a text and context in which it is written</p> <ul style="list-style-type: none"> <li>▪ genres</li> <li>▪ periods in time</li> <li>▪ cultural context</li> <li>▪ social structures</li> </ul> <p><b>A04:</b> Range of vocabulary and sentence structures for clarity, purpose and effect</p> <ul style="list-style-type: none"> <li>▪ accurate spelling and punctuation</li> </ul>	<p>effects and influence readers</p> <ul style="list-style-type: none"> <li>▪ relevant subject terminology to support views</li> </ul> <p><b>A04:</b> Evaluate texts critically and support this with appropriate textual reference</p> <p><b>A05:</b> Communicate effectively and imaginatively</p> <ul style="list-style-type: none"> <li>▪ select and adapt tone, style and register for different forms purposes and audiences</li> </ul> <p>Organise information and ideas</p> <ul style="list-style-type: none"> <li>▪ use structural and grammatical features to support coherence and cohesion</li> </ul> <p><b>A06:</b> Range of vocabulary and sentence structures for clarity, purpose and effect</p> <ul style="list-style-type: none"> <li>▪ accurate spelling and punctuation</li> </ul>	<p>structure used by a writer to create meanings</p> <ul style="list-style-type: none"> <li>▪ relevant subject terminology</li> </ul> <p><b>A03:</b> Understand the relationship between the ideas in a text and context in which it is written</p> <ul style="list-style-type: none"> <li>▪ genres</li> <li>▪ periods in time</li> <li>▪ cultural context</li> <li>▪ social structures</li> </ul> <p><b>A04:</b> Range of vocabulary and sentence structures for clarity, purpose and effect</p> <ul style="list-style-type: none"> <li>▪ accurate spelling and punctuation</li> </ul>	<p>effects and influence readers</p> <p><b>A03:</b> Compare writers' ideas and perspectives across two or more texts (Paper 2 only)</p> <p><b>A04:</b> Evaluate texts critically and support this with appropriate textual reference (Paper 1 only)</p> <p><b>A05:</b> Communicate effectively and imaginatively</p> <ul style="list-style-type: none"> <li>▪ select and adapt tone, style and register for different forms purposes and audiences</li> </ul> <p>Organise information and ideas</p> <ul style="list-style-type: none"> <li>▪ use structural and grammatical features to support coherence and cohesion</li> </ul> <p><b>A06:</b> Range of vocabulary and sentence structures for clarity, purpose and effect</p> <ul style="list-style-type: none"> <li>▪ accurate spelling and punctuation</li> </ul>
<b>End points covered:</b>	<b>To understand</b> how writers use language,	<b>To understand</b> how to adapt non-fiction	<b>To understand</b> how writers use language,	<b>To understand</b> how to adapt fiction writing	<b>To understand</b> how writers use language,	<b>To understand</b> how to adapt fiction writing

	<p>form and structure to engage and impact the audience.</p> <p><b>To understand</b> how context influences writers.</p> <p><b>To understand</b> the text as a social comment.</p> <p>At least 'Clear' when analysing Literature texts (Band 4 of 6)</p> <p><b>TRIAL EXAM READY.</b></p>	<p>writing for genre, audience and purpose.</p> <p>At least 'Clear and Relevant' when analysing Language texts (Band 3)</p> <p><b>TRIAL EXAM READY.</b></p>	<p>form and structure to engage and impact the reader/audience.</p> <p><b>To understand</b> how context influences writers.</p> <p><b>To understand</b> the text as a social comment.</p> <p>At least 'Clear' when analysing Literature texts (Band 4 of 6)</p> <p><b>SUMMER EXAM READY.</b></p>	<p>for genre, audience and purpose.</p> <p>At least 'Clear and Relevant' when analysing Language texts (Band 3)</p> <p><b>SUMMER EXAM READY.</b></p>	<p>form and structure to engage and impact the reader/audience. To understand how context influences writers.</p> <p><b>To understand</b> the text as a social comment.</p> <p><b>To understand</b> how to adapt non-fiction writing for genre, audience and purpose.</p> <p>At least 'Clear' when analysing Literature texts (Band 4 of 6)</p> <p>At least 'Clear and Relevant' when analysing Language texts; at least 'Clear and Consistent Communication' when writing (Band 3)</p> <p><b>SUMMER EXAM READY.</b></p>	<p>for genre, audience and purpose.</p> <p>At least 'Clear and Relevant' when analysing Language texts (Band 3)</p> <p><b>SUMMER EXAM READY.</b></p>
<b>NC/Spec coverage:</b>	Lit Paper 1: Shakespeare	Lang Paper 2: Writers' Viewpoints and Perspectives	Lit Paper 2: Modern texts and Poetry	Lang Paper 1: Explorations in	Lit Paper 1: Shakespeare and C19th novel	Lit Paper 2: Modern texts and Poetry

	<b>DRAMA PRE-1900 EXTRACT TO WHOLE</b>	<b>NON-FICTION READING and WRITING – Content, Organisation and Technical Accuracy</b>	<b>DRAMA POST-1900 POETRY UNSEEN ELEMENT COMPARATIVE ELEMENT</b>	<b>Creative Reading and Writing  FICTION READING and WRITING – Content, Organisation and Technical Accuracy</b>	<b>Lang Paper 2: Writers' Viewpoints and Perspectives  DRAMA PRE-1900 EXTRACT TO WHOLE PROSE PRE-1900 EXTRACT TO WHOLE NON-FICTION READING and WRITING – Content, Organisation and Technical Accuracy</b>	<b>Lang Paper 1: Explorations in Creative Reading and Writing  DRAMA POST-1900 POETRY ANTHOLOGY UNSEEN ELEMENT COMPARATIVE ELEMENT FICTION READING and WRITING – Content, Organisation and Technical Accuracy</b>
<b>Cross-curricular links:</b>	Drama History	Media	History Drama		Drama Media	
<b>Assessments:</b>	Lit Paper 1: 'Macbeth'	Trial Exam: Lit Paper 1 and Lang Paper 2	Lit Paper 2: Unseen Poetry/'Power and Conflict' poetry	Spoken Language Endorsement  Lang Paper 1: Q3, Q4 and Q5	Lit Paper 2: 'An Inspector Calls'	Lang Paper 2: Q4 and Q5
<b>Other school intent priorities</b>						
<b>New experiences – broadening horizons</b>	Theatre experience in schools – performance and workshop					
<b>Developing character – Kind, Hard Working, Successful</b>	Confidence in reading for meaning and interpretation; Collaboration for success	Confidence in expressing ideas in written and verbal communication Independence when reading and responding to texts	Confidence in reading for meaning and interpretation; Collaboration for success	Confidence in expressing ideas in written and verbal communication Independence when reading and responding to texts	Confidence in reading for meaning and interpretation; Collaboration for success	Confidence in expressing ideas in written and verbal communication Independence when reading and responding to texts
<b>Context specific need –</b>	Jacobean/Stuart England in C17th	Reading Literacy		Reading Literacy		Reading Literacy

diversity, inclusion; reading, literacy; mental health	Gender – roles of men and women Treachery Gun Powder Plot Witchcraft Madness/mental health	Oracy Spoken Language		Oracy Spoken Language		Oracy Spoken Language
<b>Curriculum</b> <b>Careers -</b> Gatsby 4						