

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	
Unit title:	Shakespeare: 'Macbeth'	Trial Exam Revision: Lit Paper 1 + Lang Paper 2	Exam Revision: Unseen Poetry 'Power and Conflict' 'An Inspector Calls'	Spoken Language Endorsement Exam Revision: Lang Paper 1	Exam Revision: Lit Paper 1 + Lang Paper 2	Exam Revision: Lit Paper 2 + Lang Paper 1
Unit length:	Whole Term		Whole Term		Whole Term	
Key concepts or themes:	<ul style="list-style-type: none"> ✓ IDENTITY: power, corruption, regret and remorse ✓ RELATIONSHIPS: power struggles ✓ SOCIETY: witchcraft and religious hierarchy 	<ul style="list-style-type: none"> ✓ Writers' Viewpoints and Perspectives 	<ul style="list-style-type: none"> ✓ REVISION AND RECALL 	<ul style="list-style-type: none"> ✓ Explorations in Creative Reading and Writing 	<ul style="list-style-type: none"> ✓ REVISION AND RECALL 	<ul style="list-style-type: none"> ✓ REVISION AND RECALL
Knowledge/ Skills:	A01: Read, understand and respond to texts <ul style="list-style-type: none"> ▪ critical style ▪ informed personal response ▪ textual references A02: Analyse the language, form and	A01: Identify and interpret explicit and implicit information Select and synthesis evidence from different texts A02: Explain, comment on and analyse how writers use language and structure to achieve	A01: Read, understand and respond to texts <ul style="list-style-type: none"> ▪ critical style ▪ informed personal response ▪ textual references A02: Analyse the language, form and	A01: Identify and interpret explicit and implicit information Select and synthesis evidence from different texts A02: Explain, comment on and analyse how writers use language and structure to achieve	A01: Read, understand and respond to texts <ul style="list-style-type: none"> ▪ critical style ▪ informed personal response ▪ textual references A02: Analyse the language, form and	A01: Identify and interpret explicit and implicit information Select and synthesis evidence from different texts A02: 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"> ▪ relevant subject terminology <p>A03: Understand the relationship between the ideas in a text and context in which it is written</p> <ul style="list-style-type: none"> ▪ genres ▪ periods in time ▪ cultural context ▪ social structures <p>A04: Range of vocabulary and sentence structures for clarity, purpose and effect</p> <ul style="list-style-type: none"> ▪ accurate spelling and punctuation 	<p>effects and influence readers</p> <ul style="list-style-type: none"> ▪ relevant subject terminology to support views <p>A03: Compare writers' ideas and perspectives across two or more texts</p> <p>A05: Communicate effectively and imaginatively</p> <ul style="list-style-type: none"> ▪ select and adapt tone, style and register for different forms purposes and audiences <p>Organise information and ideas</p> <ul style="list-style-type: none"> ▪ use structural and grammatical features to support coherence and cohesion <p>A06: 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"> ▪ relevant subject terminology <p>A03: Understand the relationship between the ideas in a text and context in which it is written</p> <ul style="list-style-type: none"> ▪ genres ▪ periods in time ▪ cultural context ▪ social structures <p>A04: Range of vocabulary and sentence structures for clarity, purpose and effect</p> <ul style="list-style-type: none"> ▪ accurate spelling and punctuation 	<p>effects and influence readers</p> <ul style="list-style-type: none"> ▪ relevant subject terminology to support views <p>A04: Evaluate texts critically and support this with appropriate textual reference</p> <p>A05: Communicate effectively and imaginatively</p> <ul style="list-style-type: none"> ▪ select and adapt tone, style and register for different forms purposes and audiences <p>Organise information and ideas</p> <ul style="list-style-type: none"> ▪ use structural and grammatical features to support coherence and cohesion <p>A06: Range of vocabulary and sentence structures for clarity, purpose and effect</p> <ul style="list-style-type: none"> ▪ accurate spelling and punctuation 	<p>structure used by a writer to create meanings</p> <ul style="list-style-type: none"> ▪ relevant subject terminology <p>A03: Understand the relationship between the ideas in a text and context in which it is written</p> <ul style="list-style-type: none"> ▪ genres ▪ periods in time ▪ cultural context ▪ social structures <p>A04: Range of vocabulary and sentence structures for clarity, purpose and effect</p> <ul style="list-style-type: none"> ▪ accurate spelling and punctuation 	<p>effects and influence readers</p> <p>A03: Compare writers' ideas and perspectives across two or more texts (Paper 2 only)</p> <p>A04: Evaluate texts critically and support this with appropriate textual reference (Paper 1 only)</p> <p>A05: Communicate effectively and imaginatively</p> <ul style="list-style-type: none"> ▪ select and adapt tone, style and register for different forms purposes and audiences <p>Organise information and ideas</p> <ul style="list-style-type: none"> ▪ use structural and grammatical features to support coherence and cohesion <p>A06: Range of vocabulary and sentence structures for clarity, purpose and effect</p> <ul style="list-style-type: none"> ▪ accurate spelling and punctuation
End points covered:	To understand how writers use language,	To understand how to adapt non-fiction	To understand how writers use language,	To understand how to adapt fiction writing	To understand how writers use language,	To understand how to adapt fiction writing

	<p>form and structure to engage and impact the audience.</p> <p>To understand how context influences writers.</p> <p>To understand the text as a social comment.</p> <p>At least 'Clear' when analysing Literature texts (Band 4 of 6)</p> <p>TRIAL EXAM READY.</p>	<p>writing for genre, audience and purpose.</p> <p>At least 'Clear and Relevant' when analysing Language texts (Band 3)</p> <p>TRIAL EXAM READY.</p>	<p>form and structure to engage and impact the reader/audience.</p> <p>To understand how context influences writers.</p> <p>To understand the text as a social comment.</p> <p>At least 'Clear' when analysing Literature texts (Band 4 of 6)</p> <p>SUMMER EXAM READY.</p>	<p>for genre, audience and purpose.</p> <p>At least 'Clear and Relevant' when analysing Language texts (Band 3)</p> <p>SUMMER EXAM READY.</p>	<p>form and structure to engage and impact the reader/audience. To understand how context influences writers.</p> <p>To understand the text as a social comment.</p> <p>To understand 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>SUMMER EXAM READY.</p>	<p>for genre, audience and purpose.</p> <p>At least 'Clear and Relevant' when analysing Language texts (Band 3)</p> <p>SUMMER EXAM READY.</p>
NC/Spec coverage:	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

	DRAMA PRE-1900 EXTRACT TO WHOLE	NON-FICTION READING and WRITING – Content, Organisation and Technical Accuracy	DRAMA POST-1900 POETRY UNSEEN ELEMENT COMPARATIVE ELEMENT	Creative Reading and Writing FICTION READING and WRITING – Content, Organisation and Technical Accuracy	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	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
Cross-curricular links:	Drama History	Media	History Drama		Drama Media	
Assessments:	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
Other school intent priorities						
New experiences – broadening horizons	Theatre experience in schools – performance and workshop					
Developing character – Kind, Hard Working, Successful	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
Context specific need –	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
Curriculum Careers - Gatsby 4						