



KS4 – Year 11 Long Term Mapping

Subject Intent/ Aims: Subject Intent/ Aims: In English, we support students to develop a *passion for Language and Literature* through the study of texts from different genres, eras, themes and complexity. We develop *students' reading for pleasure, creativity, articulacy and self-expression*. We develop *functional literacy skills for life*. We *empower students with cultural awareness and experience*. *English is at the core of all learning* and students will *transfer these skills across the curriculum*.

Throughout Year 10, we aim to *build a passion for wider reading*. We aim to *develop learners who have stamina and readers who are resilient*. We aim to support the *development of pupils' communication* so they can function in society and express themselves. We aim to equip students with the *skills to articulate* themselves clearly. We aim to support students to develop a *broadened understanding and use of vocabulary*.

<u>ADVENT TOPICS:</u>	<u>LENT TOPICS:</u>	<u>PENTECOST TOPICS:</u>
<p>Literature Paper 2: Unseen Poetry</p> <p>Language Paper 2: Reading and Writing Skills</p> <p>Language Paper 1: Reading and Writing</p> <p>Literature Paper 1: Dr Jekyll and My Hyde</p> <p><u>Key Concepts:</u> Duality, Repression, Appearances, Deceit, Morality, Hypocrisy.</p> <p><u>Overview:</u> Content Advent 1: Language Paper 2: Reading and Writing. (In Lang lessons 3 per week). Literature Paper 2: Unseen poetry</p>	<p>Language Paper 1: Writing</p> <p>Language Paper 1: Writing</p> <p>Romeo and Juliet</p> <p>An Inspector Calls</p> <p><u>Key Concepts:</u> Implicit, explicit, Bias.</p> <p><u>Overview:</u> Content Lent 1: Revision of Language Paper 1. (Focus on Writing section). Revision of Language Paper 2. (Focus on Writing section). 'Literature Paper 1: Romeo and Juliet' Literature Paper 2: 'AIC' revision.</p> <p>Content Lent 2: Go through Spring Mock papers in class. WTM Lit Paper 1. English Literature Paper 1 revision.</p>	<p>Language Paper 1</p> <p>Language Paper 2</p> <p><u>Key Concepts:</u> Free Will, Fate, Obligation, Destiny, Youth.</p> <p><u>Overview:</u> Content Pentecost 1: Language Revision Paper 1. Language Revision Paper 2.</p>





<p>comparison. (In Lit' lessons 2 per week).</p> <p>Content Advent 2: Language Paper 1 Reading and Writing. (In Lang lessons 3 per week). Literature Paper 1: 'Dr Jekyll and Mr Hyde' (In Lit' lessons 2 per week).</p>	<p>WTM Lit Paper 2. English Literature Paper 2 revision.</p>	
<p><u>National Curriculum Coverage:</u></p> <p><u>Literature Paper 2: An Inspector Calls</u> <i>Reading: read and appreciate the depth and power of the English literary heritage through:</i> 1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 3 <i>Writing: Write accurately, fluently, effectively and at length for pleasure and information through:</i> 1.1, 1.2, 1.3, 2.3, 2.4</p> <p><u>Language Paper 2: Writing Skills</u> <i>Reading: Write accurately, fluently,</i></p>	<p><u>National Curriculum Coverage:</u></p> <p><u>Language Paper 1: Writing</u> <i>Reading: read and appreciate the depth and power of the English literary heritage through:</i> 1.1, 1.3, 1.4 <i>Writing: Write accurately, fluently, effectively and at length for pleasure and information through:</i> 2.1, 2.2, 2.3</p> <p><u>Language Paper 1: Reading</u> <i>Reading: Write accurately, fluently, effectively and at length for pleasure and information through</i> 1.3, 2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 <i>Writing: Plan, draft, edit and proof-read through</i> 2.1, 2.2, 2.3</p>	<p><u>National Curriculum Coverage:</u></p> <p><u>Language Paper 1: Writing</u> <i>Reading: read and appreciate the depth and power of the English literary heritage through:</i> 1.1, 1.3, 1.4 <i>Writing: Write accurately, fluently, effectively and at length for pleasure and information through:</i> 2.1, 2.2, 2.3</p> <p><u>Spoken Language</u> <i>Speak confidently, audibly and effectively, including through:</i> 4.1, 4.3, 4.4, 4.5.</p> <p><u>Literature Paper 1: Romeo and Juliet</u> <i>Reading: read and appreciate the depth and power of</i></p>



<p>effectively and at length for pleasure and information through 1.1, 1.2, 1.3, 1.4 Writing: Plan, draft, edit and proof-read through 2.1, 2.2, 2.3</p> <p><u>Literature Paper 1: Dr Jekyll and My Hyde</u></p> <p>Reading: read and appreciate the depth and power of the English literary heritage through 1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 3 Writing: Write accurately, fluently, effectively and at length for pleasure and information through: 1.1, 1.2, 1.3, 2.3 2.4</p>	<p><u>Literature Paper 2: Poetry</u></p> <p>Reading: read and appreciate the depth and power of the English literary heritage through 1.1, 2.1, 2.2, 2.3, 2.4, 3.2, 3.5 Writing: Write accurately, fluently, effectively and at length for pleasure and information through: 1.1, 2.2, 2.3</p>		<p>the English literary heritage through 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 3.5 Writing: Write accurately, fluently, effectively and at length for pleasure and information through: 1.1, 2.2, 2.3</p>
<p><u>Components- Knowledge: (Key Content):</u></p> <p><u>An Inspector Calls.</u></p> <p>To have a thoughtful understanding:</p> <ul style="list-style-type: none"> the plot, themes characters. 		<p><u>Components (Key Content/ Knowledge)</u></p> <p><u>Language Paper 1 Writing:</u></p> <p>To understand:</p> <ul style="list-style-type: none"> Audience and purpose. The impact of vocabulary choices. How to write to narrate and describe. Language methods. Word class. Sentence Structures 	<p><u>Components (Key Content/ Knowledge)</u></p> <p><u>Language Paper 2 Writing:</u></p> <ul style="list-style-type: none"> Genre, audience and purpose. The impact of vocabulary choices. How to write an effective non-fiction text. The structure of a non-fiction text. Logos, Ethos, Pathos. Language methods. Non-fiction methods.





<ul style="list-style-type: none"> • PEDAZCE acronym and be able to use the acronym appropriately • Subject Terminology • Dramatic methods and how Priestley uses these through 'An Inspector Calls'. • 20th Century practices. • Key events from the 20th Century. • How these events affected Priestley and a Post-War audience • How this fits in to the Literary Timeline <p><u>Dr Jekyll and Mr Hyde.</u></p> <p>To thoughtfully understand:</p> <ul style="list-style-type: none"> • The Plot • Themes • Characters • The PEDAZCE acronym • Gothic features • Language methods 		<ul style="list-style-type: none"> • Structural methods. • Punctuation rules. • Grammatical rules. <p><u>Language Paper 1 Reading:</u></p> <p>To identify:</p> <ul style="list-style-type: none"> • Appropriate evidence from the text. • Language and Structural methods from within an extract. <p>To analyse:</p> <ul style="list-style-type: none"> • The meaning of explicit and implicit meaning from the quotation. <p>To evaluate</p> <ul style="list-style-type: none"> • how effective a statement is. <p>To craft:</p> <ul style="list-style-type: none"> • A personal response. • A sophisticated, perceptive and detailed critical analysis of the text. <p><u>Relationships Poetry</u></p> <p>To understand:</p> <ul style="list-style-type: none"> • Language methods. • Structural methods. • Poetic methods. • The terminology for analysis. • How to develop a critical exploration and understanding. 	<ul style="list-style-type: none"> • Rhetorical methods. • Word class. • Sentence Structures • Structural methods. • Punctuation rules. • Grammatical rules. • Writer's perspectives. • How to compare extracts based on perspectives and methods. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> • Understanding the use and impact of rhetoric. • The importance of fluency and grammar in speech. • Engage with an audience. • Standard English and the rules necessary to use accurately. • The setting where Standard English is required. • How to synthesise information. • How to construct relevant and appropriate questions in response. <p><u>Romeo and Juliet.</u></p> <ul style="list-style-type: none"> • The plot • Themes
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<ul style="list-style-type: none">• The conventions of a fin-de-siècle novella.• The key events which took place during the 19th Century.• How these events affected Stevenson and a contemporary audience.• How to draw links between context and the text.• How 'Dr Jekyll and Mr Hyde' fits in to the Literary Timeline.		<ul style="list-style-type: none">• Poet's intent.• Context of the Literary timeline from the Romantic Movement.• How to compare poems.	<ul style="list-style-type: none">• Characters.• PEDAZCE acronym and be able to use the acronym appropriately• Subject Terminology• Dramatic methods and how Shakespeare uses these through 'Romeo and Juliet'.• Elizabethan era practices.• Key events from the 16th and 17th Century.• How these events influenced Shakespeare's writing of 'Romeo and Juliet'.• How this fits in to the Literary Timeline
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<u>Generic Composite Skills:</u>		<u>Composite Skills:</u>	<u>Composite Skills:</u>
<p><u>An Inspector Calls</u></p> <p>To select:</p> <ul style="list-style-type: none"> Judicious textual detail Methods from within an extract. <p>To infer:</p> <ul style="list-style-type: none"> Show perceptive inference when comparing texts. <p>To compose:</p> <ul style="list-style-type: none"> An evaluative and detailed personal response to the question and task. Thematic references with cross text links. <p>To analyse</p> <ul style="list-style-type: none"> How the method adds to the atmosphere and tension of the play. the effects of the writer's choice of language/structure in detail. 		<p><u>Language Paper 1: Writing</u></p> <p>To apply:</p> <ul style="list-style-type: none"> Communicate clearly and coherently. Register is appropriately, convincing and compelling for the audience. Varied and inventive use of Structural features. Extensive and ambitious vocabulary choices. Well-crafted linguistic methods. A full range of punctuation used accurately. Accurate sentence demarcation. Fluently linked paragraphs with integrated discourse markers. <p><u>Language Paper 1: Reading</u></p> <p>To select:</p> <ul style="list-style-type: none"> Judicious textual detail Methods from within an extract. <p>To infer:</p> <ul style="list-style-type: none"> Show perceptive inference when comparing texts. <p>To compose:</p> <ul style="list-style-type: none"> A evaluative and detailed personal response to the question and task. Thematic references with cross text links. <p>To analyse:</p>	<p><u>Language Paper 2: Writing.</u></p> <ul style="list-style-type: none"> Communicate clearly and coherently. Register is appropriately, convincing and compelling for the audience. To apply non-fiction structural features. Varied and inventive use of Structural features. Extensive and ambitious vocabulary choices. Well-crafted non-fiction methods. A full range of punctuation used accurately. Accurate sentence demarcation. Fluently linked paragraphs with integrated discourse markers. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> Express sophisticated ideas, information, feelings. Express fluently and grammatically in speech. Use sophisticated and well-chosen vocabulary. Organise and structure presentations using effective methods. Listen to questions, feedback and respond perceptively. <p><u>Romeo and Juliet</u></p> <p>To select:</p> <ul style="list-style-type: none"> Judicious textual detail



<ul style="list-style-type: none"> • The perspectives of shown by specific detailed links between context and text. • The contextual factors shown by detailed links between context and text. <p><u>Dr Jekyll and Mr Hyde.</u></p> <p>1.To compose a clear To select:</p> <ul style="list-style-type: none"> • Judicious textual detail • Methods from within an extract. <p>To infer:</p> <ul style="list-style-type: none"> • Show perceptive inference when comparing texts. <p>To compose:</p> <ul style="list-style-type: none"> • A evaluative and detailed personal response to the question and task. • Thematic references with cross text links. <p>To analyse</p> <ul style="list-style-type: none"> • How the method adds to the atmosphere and tension of the novella. 		<ul style="list-style-type: none"> • the effects of the writer's choice of language/structure in detail. • The effects of the writer's choice of structural methods in detail. • The perspectives of shown by specific detailed links between context and text. • The contextual factors shown by detailed links between context and text. <p><u>Literature Paper 2: Relationships Poetry.</u></p> <p>To identify:</p> <ul style="list-style-type: none"> • Judicious evidence from the text. • Language, structural, poetic methods from within a poem and develop links between poems. • Thematic links between poems. <p>To analyse:</p> <ul style="list-style-type: none"> • The meaning of explicit and implicit meaning from the quotation. <p>To craft:</p> <ul style="list-style-type: none"> • A personal response. • critical, exploratory comparisons. 	<ul style="list-style-type: none"> • Methods from within an extract. <p>To infer:</p> <ul style="list-style-type: none"> • Show perceptive inference when comparing texts. <p>To compose:</p> <ul style="list-style-type: none"> • A evaluative and detailed personal response to the question and task. • Thematic references with cross text links. <p>To analyse:</p> <ul style="list-style-type: none"> • the effects of the writer's choice of language/structure in detail. • The effects of the writer's choice of structural methods in detail. • The perspectives of shown by specific detailed links between context and text. • The contextual factors shown by detailed links between context and text.
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<ul style="list-style-type: none">• the effects of the writer's choice of language/structure in detail.• The perspectives of shown by specific detailed links between context and text.• The contextual factors shown by detailed links between context and text.			
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<p><u>HO Composites:</u></p> <p><u>An Inspector Calls</u></p> <ol style="list-style-type: none"> 1.To compose a critical/conceptualised response to task and text. 2. To integrate judicious references throughout response. 3. To analyse language methods to support response. 4. To explore how the writer's methods create meaning. 5. Explore how ideas/perspective/contextual factors support links between task and text <p><u>Dr Jekyll and Mr Hyde.</u></p> <ol style="list-style-type: none"> 1.To compose a critical/conceptualised response to task and text. 2. To integrate judicious references throughout response. 3. To analyse language methods to support response. 4. To explore how the writer's 			
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methods create meaning. 5. Explore how ideas/perspective/contextual factors support links between task and text.			
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<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>





<u>Assessment/s (Formative and Summative):</u>	<u>Assessment/s (Formative and Summative):</u>	<u>Assessment/s (Formative and Summative):</u>
<p>Full Language Paper 2 (over two lessons). Completed by 04/10</p> <p>Unseen poetry question (45 minutes). Completed by 25/10</p> <p>Extract to whole 'Dr Jekyll and Mr Hyde' practise (one lesson). Completed by 08/11</p> <p>Questions 1-4 Lang Paper 1 (one lesson) Completed by 17/12.</p> <p>MOCK EXAMS: Lang Paper 2. Lit Paper 1. Lit Paper 2.</p>	<p>WTM Lit in class.</p> <p>MOCK EXAMS: All 4 papers.</p>	<p>LIT' PAPER 1:</p> <p>LIT' PAPER 2:</p> <p>LANG' PAPER 1:</p> <p>LANG' PAPER 2</p>



<u>Key Terms:</u>		<u>Key Terms:</u>	<u>Key Vocabulary:</u>	<u>Key Terms:</u>	<u>Key Vocabulary:</u>
ALLUSION ANTITHESIS CONJECTURE CARICATURE CONNOTATION EUPHEMISM EPITHET GROTESQUE PARODY SARCASM CYCLICAL EXPOSITION IN MEDIA RES MICROCOSM MOUTHPIECE REALISM WHODUNIT INTERJECTION HYPERBOLE MYTHOPOETIC SEMANTIC FIELD PATHETIC FALLACY METONYMY FORESHADOWING SYMBOLISM SATIRE FOREBODING JUXTAPOSITION		ALLITERATION ASSONANCE BALLAD COUPLET DICTION ELEGY END-STOPPED ENJAMBMENT FREE VERSE HYPERBOLE PERSONIFICATION PUN REFRAIN REPETITION RHYME QUATRAIN SONNET TONE IAMBIC PENTAMETRE RHYMING COUPLET DRAMATIC MONOLOGUE FREE VERSE NARRATIVE SONNET	ADMIRER ADORATION ADULATION AFFECTION ALLEGIANCE AMNITY ARDOR BELOVED BETROTHED COURTIER DEVOTEDLY EARNESTLY ETHERIALISE FERVENTLY GENIALLY INFATUATION JOCUNDITY PARADISIACAL RAPTURE	ALLEGORY ALLUION BATHOS BLAZON COLLOQUIALISM COMIC RELIEF DYSPEMISM EPITHET EXTENDED METAPHOR IRONY MOTIF OXYMORON PERSONIFICATION SATIRE SIMILE ZOOMORPHISM ANTITHESIS ASIDE BLANK VERSE COUPLET DRAMATIC IRONY PARADOX PARELLELISM SONNET AGANORISIS ANTAGONIST CATHARSIS HARMATIA	PATRIARCHY PREDIAMENT AMOROUS FATE ABHOR ADVERSARY ARBITRATE LAMENT INCENDIARY CANER PRODIGIOUS IMPETUOUS CHASTITY CELESTIAL FEUD DISPARAGE MALCONTENT ANTAGONIST SOLEMNITY OBJECTIFY VIRTUOUS PORTENT





SYNTACTIC AUDITORY IMAGERY TEMPRAL DEIXIS ARCHETYPE EPISTOLARY DICHOTOMY FOIL FIN DE SIECLE				HUBRIS PEREPETIA	
<u>Literacy/ Numeracy/ Cross-Curricular Links:</u> <ul style="list-style-type: none"> History- Edwardian/Victorian Britain Geography- Industrial Revolution Pre/Post WW1/WW2 Maths- monetary worth/pre-decimalisation Reading aloud when performing to 	<u>Literacy/ Numeracy/ Cross-Curricular Links:</u> <ul style="list-style-type: none"> Multiple opportunities depending on choice of text to link to History, Geography, Art, Engineering. History- Knowledge of the Literary timeline. 			<u>Literacy/ Numeracy/ Cross-Curricular Links:</u> <ul style="list-style-type: none"> Links to history- specifically Elizabethan England The unit has numerous opportunities for cross curricular enrichment. Topics in texts link to history (homelessness and poverty across different time periods), CC (the death penalty) and Geography (the environment) 	



develop articlacy		
<p><u>SMSC/ BV/ RSHE:</u></p> <ul style="list-style-type: none"> • ‘Dr Jekyll and Mr Hyde’: societal expectations of behaviour and punishment for crime in the 19th century. • ‘An Inspector Calls’: societal differences 20th century with focus on class, gender, age inequality. • ‘Dr Jekyll and Mr Hyde’: free will and determinism. • ‘An Inspector Calls’: moral choices, personal and social responsibility. • Writing to describe assessment on a game that goes wrong, exploring consequences. 	<p><u>SMSC/ BV/ RSHE:</u></p> <p>19th-21st century non-fiction texts on different aspects of society: healthcare, prisons, education etc.</p> <p>Writing to describe assessment on a game that goes wrong, exploring consequences.</p> <p>Moral issues linked to non-fiction texts studied- prejudice, injustice etc</p> <p>Value of relationships through voice/ characters in poetry.</p> <p>Writing to describe: other cultures/ settings.</p> <p>Study of cultural references in 19th and 20th century texts and the practices of the time.</p> <p>Appreciation of character differences through voices in poetry.</p> <p>AQA anthology of poetry which covers British writers over time- past and present and</p>	<p><u>SMSC/ BV/ RSHE:</u></p> <p>19th-21st century non-fiction texts on different aspects of society: healthcare, prisons, education etc.</p> <p>Moral issues linked to non-fiction texts studied- prejudice, injustice etc</p> <p>‘Romeo and Juliet’: idea of society and community spirit, banishment, relationships.</p> <p>19th-21st century non-fiction texts on different aspects of society: healthcare, prisons, education etc</p> <p>‘Romeo and Juliet’: crime, murder, moral choices, free will/ determinism.</p> <p>‘Romeo and Juliet’: relationships, religion.</p> <p>Romeo and Juliet’: connotations/ cultural associations of setting and writer’s intentions.</p>



<ul style="list-style-type: none"> • Moral issues linked to non-fiction texts studied- prejudice, injustice etc • Societal expectations of relationships in 19th century • 'Dr Jekyll and Mr Hyde': guilt, immortality, duality. • 'An Inspector Calls': idea of the supernatural, guilt, personal responsibility. • 'Dr Jekyll and Mr Hyde' cultural differences between 19th century England and 21st. • 'An Inspector Calls' focus on all cultural references to time and setting explored. • Study of cultural references in 19th and 20th century texts and the practices of the time. • 'Dr Jekyll and Mr Hyde': appreciation of differences in status, faith, culture and health/ well-being, welfare of others in society and democracy, adhering to the rule of law. 	<p>the different British values</p>	<p>'Romeo and Juliet': Idea of democracy and appreciation of differences; rule of law.</p>
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**St Ralph
Sherwin**
Catholic Multi Academy Trust



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CATHOLIC VOLUNTARY ACADEMY