





## Curriculum Overview for English

### Year 11

<div>Term 1: Thunder Lighting or Rain</div> <div>Substantive Knowledge:</div> <div>Social Context</div> <div>Cultural Context</div> <div>Political Context</div> <div>Historical Context</div> <div>William Shakespeare</div> <div>Elizabethan England</div> <div>King James- Daemonology</div> <div>Roles of Men and Women</div> <div>Witch Trials and the demonisation of women</div> <div>Evil and the Supernatural</div> <div>Key Quotations</div> <div>Complexities of Soliloquies</div> <div>Character Development</div> <div>Symbolism in context</div> <div>The torture of Guilt</div> <div>The Disruption of Nature</div> <div>Fate and Prophecies</div> <div>Fate and Free Will</div> <div>Ambition, Power, Greed, and Desire</div> <div>Appearance and Reality</div> <div>The Fatal Flaw</div> <div>Writer’s intentions</div> <div>Motifs and Symbolism in context</div> <div>Contextual viewpoints</div> <div>Identifying quotations</div> <div>Selecting judicious quotations</div> <div>Embedding quotations</div> <div>The purpose of quotations</div> <div>Language Techniques</div> <div>Understanding connotations</div> <div>Understanding Non-fiction extracts</div> <div>Disciplinary Knowledge:</div> <div>Analytical\explanation skills</div> <div>Character analysis</div> <div>Theme analysis</div> <div>Contextual analysis</div> <div>Reading comprehension</div> <div>Evaluation</div> <div>Description</div> <div>Comparison</div> <div>Quotation Analysis</div> <div>Language Analysis</div> <div>Literary Analysis</div> <div>Detailed annotating</div> <div>Exploring and Analysing Deeper Meanings</div> <div>Applying language techniques thoughtfully</div> <div>Writing to argue/rhetoric/inform/persuade</div> <div>SPAG</div> <div>‘IMAGINE’ writing</div> <div>PETAZEL Writing Method</div> <div>Identify, Applv, Embed, Expand, Consolidate</div>	<div></div> <div>Individuals read aloud Whole-class reading Echo reading Group reading Reading texts to develop a love of reading Re-reading for comprehension and development Carefully selecting evidence from a text Annotating Texts for Language and Literary Techniques Identifying and analysing Literary and Language techniques Book recommendation: ‘The Merchant of Venice’- William Shakespeare, ‘Richard III’- William Shakespeare, ‘The Duchess of Malfi’- John Webster, Revision Guide Recommendation: CGP Macbeth</div>
	<div></div> <div>Structure Simile Personification Hyperbole Juxtaposition Adjective Symbolism Connotations Consequence Imagery Metaphor Alliteration Sibilance Beldam Compunctious Equivocator Harbinger Pernicious Incarnadine Catalyst Compare</div> <div>Analyse Evaluate Explain Challenge Characterise Emotive Language Characterisation Assonance Onomatopoeia Pathetic Fallacy Antithesis Soliloquy Ambition Heir Thane Glamis Cawdor Hecate Nonpareil Hurly-Burly Accursed</div>
	<div></div> <div>Literature Question 1:  Explain how Shakespeare presents Macbeth as a male character who changes throughout the play.</div> <div>Literature Question 2:  Explain how Shakespeare presents Macduff as a heroic character in the play.</div> <div>Language Question 1:  How does the writer use language?  Compare how the writer’s present...</div> <div>Language Question 2:  The Prophecy given to Macbeth by the Witches is the catalyst for the whole play.  Write a speech arguing your point of view on this statement.</div>
	<div></div> <div>Weekly homework set to complement the scheme for learning; adding depth and breadth to knowledge and experience during lessons.</div>