

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

11V Class - **Venture Curriculum** - *Subjects/Lessons weekly* *English Literature*

Year 11N	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025– 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025– 2026 Summer 2
11N AO1: Read, and respond critically to texts. Use quotes. AO2: Analyse how language, form and structure	<u>Topic: Seen Poetry</u> To revisit Power and Conflict Anthology War Photographer, Kamikazee, Prelude, Storm on the Island, My Last Duchess, The Emigree, Checking Out Me History and Tissue. <u>Key Skills and Knowledge:</u>	<u>Topic: Macbeth and A Christmas Carol Revisit</u> <u>Key Skills and Knowledge:</u> Can I write a PEDAL / PEEE paragraph? See highlighted areas To become aware of how to navigate the Literature Exam Paper. To become adept at finding the key	<u>Topic: An Inspector Calls.</u> <u>Key Skills and Knowledge</u> Recap: Themes in An Inspector Calls The historical and political context. Setting and how these manifests through character actions/reaction. The character of Eva Smith / what she represents on	<u>Topic: Unseen poetry.</u> and remaining poems not revised in Autumn 1 <u>Key Skills and Knowledge:</u> Compare two poems using past papers/CGP books, Teacher booklet. Identify and understand poetic devices (Simile, metaphor, personification) Explore the writer’s	<u>Topic: Exam preparation</u> To re-visit all topics/exam papers in preparation for exams. <u>Key Skills and Knowledge:</u> To refresh knowledge of characters and messages within texts. Structuring answers	<u>Summer Exam</u> Revision Speaking and Listening Tasks linked to Macbeth, AIC, ACC, Poetry. Tasks may include: Research and presentation to the class Using S&L tasks and feedback to help inform written responses of an essay question from Macbeth, AIC, ACC or poetry.

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<p>create meaning.</p> <p>AO3:</p> <p>Compare relations between texts and contexts in which they were written.</p> <p>AO4:</p> <p>vocab, sentence structure and spelling.</p>	<p>Can I write a PEDAL / PEEE paragraph?</p> <p>To prepare a condensed, bullet pointed revision card for how power and conflict are presented in each poem.</p> <p>To familiarise the students with the mark scheme.</p> <p>To review and set improvement targets</p> <p>Key Questions.</p> <p>Can I navigate the exam paper?</p> <p>How does the poet present the power of nature?</p>	<p>words in the exam paper.</p> <p>To be aware of how to structure a simple five paragraph exam essay;</p> <p>Intro</p> <p>Point One</p> <p>Point Two</p> <p>Point Three</p> <p>Conclusion</p> <p>To be able to include and present up to three quotations in an exam essay.</p> <p>Key Questions.</p> <p>Can I:</p> <p>Attempt to use an embedded quote</p>	<p>a micro and macro level.</p> <p>Why and how social class, gender, generational gap and poverty is presented in the play.</p> <p>The notion of collective responsibility and virtue of goodness.</p> <p>Characters: have free will to choose / real change happens when collective responsibility is realised</p> <p>Eva Smith/Daisy Renton : as the silent embodiment of goodness</p> <p>Key Questions:</p>	<p>presentation and delivery of an idea/message through the power of language.</p> <p>Explore how ideas about Power and/or Conflict are presented in specific poems.</p> <p>Explore the message in each poem.</p> <p>Key Questions</p> <p>Can I:</p> <p>Explore how writer’s present their ideas?</p> <p>Explore the effect of language used?</p> <p>Explore how themes are presented?</p>	<p>Using PEDAL / PEEE</p> <p>To PLAN /prepare bullet pointed revision card for the writer’s viewpoint and reader responses.</p> <p>Key Questions.</p> <p>Can I:</p> <p>Navigate the Literature Exam Paper?</p> <p>Find key words in the exam paper?</p> <p>Structure a five-paragraph essay?</p> <ul style="list-style-type: none"> • Intro • Point One • Point Two • Point Three • Conclusion 	<p>Practice questions / peer assess</p> <p>Students recap to peers how to navigate the exam paper / plan and write answers.</p>
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	<p>How does the poet present the power of humans?</p> <p>How does the poet present the theme of loss?</p> <p>Can I Select the correct question?</p> <p>Can I Select appropriate quotations?</p> <p>Can I compare poems?</p> <p>Complete my essay in 45 minutes?</p> <p>Suggested Reading:</p> <p>AQA Power and Conflict Anthology</p> <p>GSCE Bitesize</p> <p>GCSE POD</p>	<p>within an exam answer?</p> <p>Develop skills in writing a five-paragraph essay in 45 minutes.</p> <p>Develop the ability to read, review and ensure all parts of a question are addressed within a 45-minute time frame (PLUS 25% EXTRA TIME)</p> <p>Write a PEDAL /PEEE paragraph?</p> <p>Suggested Reading:</p> <p>Text</p> <p>GSCE Bitesize</p> <p>CGP Revision Guides and Workbooks</p>	<p>Can I:</p> <p>Explain the historical context of ACC?</p> <p>Understand the main themes?</p> <p>Explain what each main character represents?</p> <p>Write in a PEEE format?</p> <p>Take part in a debate about who is to blame for Eva's death?</p> <p>Plan and answer a GCSE style question</p> <p>Suggested Reading:</p> <p>GSCE Bitesize</p>	<p>Choose and explain chosen quotations?</p> <p>Can I write a PEDAL / PEEE paragraph?</p> <p>Suggested Reading:</p> <p>GSCE Bitesize</p> <p>GCSE POD</p> <p>CGP Revision Guides and Workbooks</p>	<p>Include and present up to three quotations in an exam essay?</p> <p>Attempt to use an embedded quote within an exam answer?</p> <p>Write an answer in 45 minutes?</p> <p>Read, review and ensure all parts of a question are addressed within a time frame?</p> <p>Suggested Reading:</p> <p>Texts</p> <p>GSCE Bitesize</p> <p>CGP Revision Guides and Workbooks</p> <p>Selection of mini tests taken from past papers.</p>	
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	CGP Revision Guides and Workbooks		GCSE POD CGP Revision Guides and Workbooks			
Links to Gatsby Benchmarks:	4- Working in the theatre industry!	4- Working in the theatre industry!	4- Being a writer / creative jobs.	4- Exploring jobs linked to poems.	4- Exploring jobs linked to poems.	