

Year 11 English Learning Outcomes

Unit 1: Mastery of Literature (Shakespeare, The Gothic and Jacobean Drama)

- **Intent:** to finish their study of Macbeth building on the work done throughout the curriculum, drawing in their knowledge of Shakesperean drama, dramatic irony and soliloquys to understand how Macbeth is a deep psychological study of human failings framed by a world having an existential crisis about power and leadership.
- **Conventions of genre:** the gothic and its roots in Macbeth, transgression and its gothic tradition, brutality and the lust for power isolation and the torture of the mind, the occult, Shakespearian tragedy, equivocation.
- **Contextual ideas of** religion and the tumultuous effect of the reformation, the chain of being and supernatural, heaven and hell, the changing role of confession, original sin, purgatory, post-colonial ideas of Scotland as other, Marxist and Chomskian ideas of hierarchies, Feminist ideas of the passivity of women, King James his bible and Daemonologie, The Gunpowder plot, political assassination as a statement, heirs and the royal bloodline, Scottish clans and role of familial succession as opposed to shared power and parallels to Italian families and the Catholic church, nurse maids and breast feeding, bears.
- **Understanding of** textual issues such as themes: guilt, fate and free will, appearance and reality, violence, supernatural, marriage, kingship, divine right, ambition, masculinity.
- **Writer's use of dramatic devices:** in media res, soliloquy, dramatic irony, the ghost and dagger, introduction of characters through others' opinions, juxtaposition, pathetic fallacy, hyperbole, blank verse.
- **Use of** symbolism such as blood, water, crowns, castles, children, daggers and swords, childbirth.
- **Use of** characters such as Banquo/Macduff as a parallel to Macbeth – different ambitions and concepts of loyalty. Different fates echoing Shakespeare's messages. Lady Macbeth as strong woman, supportive wife, not being able to produce a heir, the fourth witch. Duncan as a weak ruler. Witches as non-members of the Chain of being. Ross as typical noble playing the system in a post-reformation world. Macduff as puppet of the hierarchy.
- **Understanding how to write** a successful Macbeth essay by using: writer's name, triplet to explore key ideas and establish answer focus, using different productions to explore different interpretations referral to question key words throughout the answer, focusing on writer's intended and actual message, use of integrated quotes, use of idioms to express ideas, argument related to current affairs to illustrate relevancy.

Unit 2: Development of Literature, The Strange Case of Dr Jekyll and Mr Hyde

- **Intent:** to use the knowledge of C19th literature, the gothic and epistolary forms from earlier in the curriculum to appreciate the seminal place of Stevenson's book in the canon. To use the passion and love of literature developed so far to embrace the importance of the novel and its message.
- **Conventions of genre:** the gothic, epistolary novel, detective fiction, 3rd person narrative.
- Contextual ideas of Darwinism, Evolution, physiognomy, C19th social inequality, urbanisation, Grenfell tower, chemistry and the rise of science, Freudian theories of the id and the superego, science and industry, duality, original sin, Victorian gentlemen, passivity in feminine roles, Marxism, feminism, post-colonial criticism, ecocriticism. Hogarth's gin alley.
- **Understanding of** textual issues such as reported speech, epistolary form, shifts in time, pathetic fallacy, use of setting, witness statements.
- **Writer's use of** simile, metaphor, the weather, pathetic fallacy, passive women, lawyer-client relationship, time.
- **Use of** symbolism such as the windows, the doors, Hyde's appearance, the moon, the cane, the back-passage, the laboratory (hidden away), letters, wills, wine, gin.
- **Use of** characters such as the respectable narrator, the gossipy confidante, the belligerent Victorian gentleman, the passive female x2, the loyal manservant.
- **Understanding how to** write clear responses to focused questions on language, structure, evaluation, writing a literature response using the keywords, a triplet to establish ideas, integrated quotes, explaining points clearly and then explaining again. Incorporating context.

Unit 3: Pre-Mock Revision of Language Exam Skills and Literature Exam Skills

- **Intent:** to draw together all the learning from the past 5 years and tackle GCSE exam questions with confidence and use their knowledge of good writing to inform their own writing.
- **Conventions of the Language exam:** question types and formats, timings, use of keywords, use of extracts, annotating, features of post-1900 fiction, features of C19th non-fiction literature, features of C20th non-fiction literature, retrieval skills, effect of language, effect of structure, evaluate the writer's methods. Synthesizing skills, comparative skills, conventions of a description, conventions of a narrative, conventions of a leaflet, essay, letter, speech, article.
- **Conventions of** the Literature exam: question types and formats, timings, use of keywords, use of extracts, annotating, Shakespeare's dramatic techniques, Jekyll and Hyde's epistolary style, LOF's post-modern style, choosing the right poem for comparison, unseen poetry analysis.
- **Contextual ideas of** power, ambition, Jacobean right of succession, Jacobean politics, Darwinian theory, original sin, WW2, the banality of evil, dictatorships, Romanticism, the French Revolution, C19th class struggles, rural idyll, role of art and paintings in middle ages/renaissance/British Empire, Crimean war, WW1, mechanised industrial warfare, The Ulster Troubles, modernism, revisionism, The Iraq war and PTSD, remembrance and the armistice, sensationalism in newspapers, Cambodia and Pol Pot, Vietnam – Napalm, Kim Phuc, Indian Partition, Asian immigration to the UK, Migration, globalisation, Toussaint

L'Ouverture, Mary Seacole, Shaka Zulu, Nanny Maroon, Kamikaze pilots, Japanese code of honour. Exceptionalism of the Victorians, Freudian id theory, Plato's allegory, Marxism and feminism.

- **Understanding of** textual issues such as how a writer shapes their meaning, differences between texts, how viewpoints differ from perspectives.
- **Writer's use of** words, allusions, symbolism.
- **Understanding how to** write clear focused essays that answer the question, makes interesting points, uses quotations, refers to multiple bits of evidence in each point.

Unit 4: Mastery of Literature (Poetry Study)

- **Intent:** to draw together knowledge and understanding of poetry techniques and how language works to create meaning. Whilst learning to tackle exam questions and learning how to write a fluent and cogent analytical essay.
- **Conventions of genre:** poetry forms such as sonnets, lyrics, narrative poems, ballads, use of rhyme, perspective.
- **Contextual ideas of** Romanticism, the French Revolution, C19th class struggles, rural idyll, role of art and paintings in middle ages/renaissance/British Empire, Crimean war, WW1, mechanised industrial warfare, The Ulster Troubles, modernism, revisionism, The Iraq war and PTSD, remembrance and the armistice, sensationalism in newspapers, Cambodia and Pol Pot, Vietnam – Napalm, Kim Phuc, Indian Partition, Asian immigration to the UK, Migration, globalisation, Toussaint L'Ouverture, Mary Seacole, Shaka Zulu, Nanny Maroon, Kamikaze pilots, Japanese code of honour.
- **Understanding of** textual issues such as changing the tone through language, synaesthesia, imagery, euphemism, flashbacks, childlike structure, irony, hubris.
- **Writers' use of** metaphor, simile, alliteration, onomatopoeia, personification, in media res, enjambment, caesura, ellipsis, repetition, rhyme, anaphora.
- **Use of** symbolism such as deserts, mountains, guns, paintings, curtains, manacles, palaces, barbed wire, lack of trees, memory, blood, poppies, napalm, birth certificates, passports, corner shops, bunting.
- **Understanding how to** write a successful poetry essay that uses the poets' name(s), a triplet that addresses the keywords in the question, uses short words or phrases to support points, addresses the intended/original effect and modern interpretations, use of multiple words to support one point, discussion of writer's craft.
- **Understanding how to** write a successful comparative essay using discursive markers and comparative points, choosing appropriate poems that enable an interesting comparison.

Unit 5: Revision of Language Exam Skills and Literature Exam Skills

- **Intent:** to draw together all the learning from the past 5 years and tackle GCSE exam questions with confidence and use their knowledge of good writing to inform their own writing.
- **Conventions of** the Language exam: question types and formats, timings, use of keywords, use of extracts, annotating, features of post-1900 fiction, features of C19th non-fiction literature, features of C20th non-fiction literature, retrieval skills, effect of language, effect of structure, evaluate the writer's methods. Synthesizing skills, comparative skills, conventions of a description, conventions of a narrative, conventions of a leaflet, essay, letter, speech, article.

- **Conventions of** the Literature exam: question types and formats, timings, use of keywords, use of extracts, annotating, Shakespeare's dramatic techniques, Jekyll and Hyde's epistolary style, LOF's post-modern style, choosing the right poem for comparison, unseen poetry analysis.
- **Contextual ideas of** power, ambition, Jacobean right of succession, Jacobean politics, Darwinian theory, original sin, WW2, the banality of evil, dictatorships, Romanticism, the French Revolution, C19th class struggles, rural idyll, role of art and paintings in middle ages/renaissance/British Empire, Crimean war, WW1, mechanised industrial warfare, The Ulster Troubles, modernism, revisionism, The Iraq war and PTSD, remembrance and the armistice, sensationalism in newspapers, Cambodia and Pol Pot, Vietnam – Napalm, Kim Phuc, Indian Partition, Asian immigration to the UK, Migration, globalisation, Toussaint L'Ouverture, Mary Seacole, Shaka Zulu, Nanny Maroon, Kamikaze pilots, Japanese code of honour. Exceptionalism of the Victorians, Freudian id theory, Plato's allegory, Marxism and feminism.
- **Understanding of** textual issues such as how a writer shapes their meaning, differences between texts, how viewpoints differ from perspectives.
- **Writer's use of** words, allusions, symbolism.
- **Understanding how to** write clear focused essays that answer the question, makes interesting points, uses quotations, refers to multiple bits of evidence in each point.