

Year 11 Long Term Plan 2024-2025

When	What we teach and why
Autumn 1	<p>An Inspector Calls (understanding the plot, main characters and the theme of gender):</p> <ul style="list-style-type: none"> • Ensure students have a sound and secure knowledge of the narrative and plot and characters for AIC, as well as themes and issues surrounding gender. • To support students to transfer and develop literature procedural knowledge in an increasingly independent, insightful and nuanced way. • To equip students with opportunities to practise procedural knowledge concerning revision.
Autumn 2	<p>19th and 21st century non-fiction reading and comparison</p> <ul style="list-style-type: none"> • To build upon year 10 reading knowledge focusing on non-fiction reading and how to write effective responses to questions. • To explicitly teach non-fiction comparison. • To provide students with a range of non-fiction reading materials, experiences and questions.
Autumn 2	<p>Persuasive and Transactional Writing: Formal Writing</p> <ul style="list-style-type: none"> • To ensure understanding of the importance of structuring a non-fiction response and provide students with the opportunity to experiment with a range of paragraph structures within their own writing. • To provide students with a range of persuasive and transactional tasks to engage and respond to in a variety of ways, therefore building confidence in generating ideas independently. • Provide a range of opportunities and contexts for students to develop written content. • To revise letter and speech writing knowledge from key stage 3. • Provide opportunities for students to build written stamina.
Autumn 2	<p>Unseen Poetry</p> <ul style="list-style-type: none"> • To expose students to a range of poems covering a range of themes. • To develop confidence with reading and responding to unseen poems. • To develop confidence with writing about unseen poems and support students to transfer and develop literature knowledge in an increasingly independent, insightful and nuanced way. • To develop confidence in making comparisons between poems and writing about them.

	<ul style="list-style-type: none"> • Ensure students are confident in reading and responding to exam style questions. • To equip students with opportunities to practise revision skills.
Autumn 2	<p>Anthology Themes: time, nature and childhood</p> <ul style="list-style-type: none"> • To teach/revisit/revise remaining poems of the anthology. • To build students' confidence in reading and understanding a range of poems. • To further develop students' abilities to write about their ideas confidently. • To further develop students' procedural knowledge regarding analysis. • To introduce and build confidence in making comparisons, including their ability to select appropriate poems for comparison. • To introduce and build confidence in adapting personal readings and interpretations in response to a stated theme. • To develop procedural knowledge and knowledge of anthology poetry by revising the themes of time and nature. • To develop procedural knowledge and knowledge of anthology poetry by introducing a new theme, childhood. • To be able to write a comparison essay.
Spring 1	<p>A Christmas Carol (Revision block year 11 – childhood, class, poverty, Tim and Bob)</p> <ul style="list-style-type: none"> • To revisit the novella. • To equip students with new knowledge about characters. • To equip students with new knowledge about themes. • To teach students how to draw upon existing knowledge of a text and apply that knowledge to new contexts. • To develop students' ability to write independently about the text.
Spring 2	<p>Persuasive and Transactional Writing: Informal Writing</p> <ul style="list-style-type: none"> • To ensure students can identify one area of written accuracy that they need to explicitly focus on as part of their independent revision. • Provide a range of opportunities and contexts for students to develop written content. • To revise opinion letter writing. • Explicitly teach written conventions of giving advice. • Provide opportunities for students to build written stamina.
Spring 2	<p>Reading (Non-Fiction)</p> <ul style="list-style-type: none"> • To revise procedural knowledge of reading non-fiction texts. • To provide opportunities to read a range of different non-fiction texts. • To increase students' exposure to a range of different question stems. • Provide opportunities to for students to build reading and writing stamina.
Spring 2	<p>Reading (Fiction)</p> <ul style="list-style-type: none"> • To revise procedural knowledge of reading fiction texts. • To provide opportunities to read a range of different non-fiction texts.

	<ul style="list-style-type: none"> To increase students' exposure to a range of different question stems. Provide opportunities to for students to build reading and writing stamina.
	<p>Shakespeare</p> <ul style="list-style-type: none"> To provide students with learning opportunities to explicitly revise the main plot of the text. To provide students with explicit opportunities to practise responding to a range of extract question under timed conditions. To provide students with explicit opportunities to practise essay planning and writing under timed conditions. To support students to develop their ability to move through the text in a non-chronological way, with the intention of making stronger connections between ideas and events within the text. To provide students with a range of exemplar material and support their understanding of the marking and feedback process, enabling students to be confident in self-assessing their own work. To provide students with specific opportunities to respond to SOAR work and feedback given as a result of the year 11 mock exams.
	<p>Narrative: Motifs and Symbolism</p> <ul style="list-style-type: none"> To provide an opportunity to revise existing narrative knowledge. To provide an opportunity to plan and write a range of different narratives.
	<p>An Inspector Calls: Theme of Class and Generational Conflict</p> <ul style="list-style-type: none"> To provide students with learning opportunities to explicitly revise the main plot of the text. To provide students with explicit opportunities to practise analysis of 'exploding extracts' for use in the exam, further developing procedural knowledge of analysis. To provide students with explicit opportunities to practise essay planning and writing under timed conditions. To support students develop their ability to move through the text in a non-chronological way, with the intention of making stronger connections between ideas and events within the text. To provide students with a range of exemplar material and support their understanding of the marking and feedback process, enabling students to be confident in self-assessing their own work. To provide students with specific opportunities to respond to SOAR work and feedback given as a result of the year 11 mock exams. To explicitly teach knowledge required: to explore the theme of conflict, specifically class and generational conflict; the relationship between the characters of Eric and Birling, as well as Sheila and Sybil. To provide explicit opportunities to revise knowledge of spelling, punctuation and grammar and raise the profile/importance of this assessment objective for students.
Summer	<p>Revision Blocks Revision in preparation for the Summer exams.</p>

