

Learning overview for English Literature			Year group: 11		
Term	Key topics / scheme of work	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed?	How will learning be revisited to ensure it is embedded?
Terms 1	<p>Weeks 1- 3</p> <p>Romeo and Juliet Acts 1-3</p> <p>Weeks 4-6</p> <p>An Inspector Calls</p> <p>Act One</p>	<ul style="list-style-type: none"> • Literal and inferential comprehension: understanding a word, phrase or sentence in context. • Explore aspects of plot, characterisation, events and settings • Distinguishing between what is stated explicitly and what is implied • Explain motivation, sequence of events, and the relationship between actions or events • Identify the theme and distinguishing between themes. • Supporting a point of view by referring to evidence in the text. • Recognise the possibility of and evaluating different responses to a text. • Understanding of writers' social, historical and cultural contexts to inform evaluation • Make an informed personal response that derives from analysis and evaluation of the text • Evaluate a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact. • Use linguistic and literary terminology for such evaluation 	<p>AO1: Read, understand and respond to texts by Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Ongoing assessment. Exam-style questions. Quizzes.</p>	<p>Revisit Romeo and Juliet, An Inspector Calls and Poetry Anthology through:</p> <ul style="list-style-type: none"> • Starter activities. • Homework tasks. • Assessments on all three texts,

		<ul style="list-style-type: none"> • Discuss SMSCC themes, such as nature v nurture, education, the class system, ambition and prejudice. 			
Terms 2	<p>Weeks 1-3 Frankenstein / A Christmas Carol</p> <p>Weeks 4-6 Unseen Poetry</p>	<ul style="list-style-type: none"> • Literal and inferential comprehension: understanding a word or phrase in context. • Distinguishing between what is stated explicitly and what is implied • Explain motivation, sequence of events, and the relationship between actions or events • Identify the theme and distinguishing between themes. • Supporting a point of view by referring to evidence in the text. • Recognise the possibility of and evaluating different responses to a text. • Understanding of writers' social, historical and cultural contexts to inform evaluation • Make an informed personal response that derives from analysis and evaluation of the text • Evaluate a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact. • Use linguistic and literary terminology for such evaluation 	<p>AO1: Read, understand and respond to texts by Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Ongoing assessment. Exam-style questions. Quizzes.</p>	<p>Revisit Romeo and Juliet, An Inspector Calls, Frankenstein and Poetry Anthology through:</p> <ul style="list-style-type: none"> • Starter activities. • Homework tasks. • Assessments on all three texts,

		<ul style="list-style-type: none"> • Compare texts studied, referring where relevant to theme, characterisation, context (where known), 			
Term 3	<p>Weeks 1-3</p> <p>Romeo and Juliet Acts 4-5</p> <p>Weeks 5-6</p> <p>An Inspector Calls</p>	<ul style="list-style-type: none"> • Literal and inferential comprehension: understanding a word, phrase or sentence in context. • Explore aspects of plot, characterisation, events and settings • Distinguishing between what is stated explicitly and what is implied • Explain motivation, sequence of events, and the relationship between actions or events • Identify the theme and distinguishing between themes. • Supporting a point of view by referring to evidence in the text. • Recognise the possibility of and evaluating different responses to a text. • Understanding of writers' social, historical and cultural contexts to inform evaluation • Make an informed personal response that derives from analysis and evaluation of the text • Evaluate a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact. • Use linguistic and literary terminology for such evaluation • Compare texts studied, referring where relevant to theme, characterisation, context (where known), 	<p>AO1: Read, understand and respond to texts by Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Ongoing assessment.</p> <p>Exam-style questions.</p> <p>Quizzes.</p>	<p>Revisit all texts through:</p> <ul style="list-style-type: none"> • Starter activities. • Homework tasks. • Assessments on all texts,

Term 4	<p>Weeks 1-3 Poetry Anthology</p> <p>Weeks 4-6 Frankenstein / A Christmas Carol</p>	<ul style="list-style-type: none"> • Literal and inferential comprehension: understanding a word, phrase or sentence in context. • Explore aspects of plot, characterisation, events and settings • Distinguishing between what is stated explicitly and what is implied • Explain motivation, sequence of events, and the relationship between actions or events • Identify the theme and distinguishing between themes. • Supporting a point of view by referring to evidence in the text. • Recognise the possibility of and evaluating different responses to a text. • Understanding of writers' social, historical and cultural contexts to inform evaluation • Make an informed personal response that derives from analysis and evaluation of the text • Evaluate a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact. • Use linguistic and literary terminology for such evaluation • Compare texts studied, referring where relevant to theme, characterisation, context (where known), 	<p>AO1: Read, understand and respond to texts by Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Ongoing assessment. Exam-style questions. Quizzes.</p>	<p>Revisit all texts through:</p> <ul style="list-style-type: none"> • Starter activities. • Homework tasks. • Assessments on all texts,
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Term 5	<p>Weeks 1-3</p> <p>Frankenstein / A Christmas Carol</p> <p>Week 4-6</p> <p>Exams</p>	<ul style="list-style-type: none"> • Literal and inferential comprehension: understanding a word, phrase or sentence in context. • Explore aspects of plot, characterisation, events and settings • Distinguishing between what is stated explicitly and what is implied • Explain motivation, sequence of events, and the relationship between actions or events • Identify the theme and distinguishing between themes. • Supporting a point of view by referring to evidence in the text. • Recognise the possibility of and evaluating different responses to a text. • Understanding of writers' social, historical and cultural contexts to inform evaluation • Make an informed personal response that derives from analysis and evaluation of the text • Evaluate a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact. • Use linguistic and literary terminology for such evaluation • Compare texts studied, referring where relevant to theme, characterisation, context (where known), 	<p>AO1: Read, understand and respond to texts by Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Ongoing assessment. Exam-style questions. Quizzes.</p>	<p>Revisit all texts through:</p> <ul style="list-style-type: none"> • Starter activities. • Homework tasks. • Assessments on all texts,
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