

Beamont Collegiate Academy Curriculum Map



Year: Year 11 English Language

Subject:

Intent	Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clarity around knowledge	Theme / topic	Language Paper 1 Narrative Writing & exploring Fiction	Language Paper 2 Poverty and Slavery	Language Paper 1 Science Fiction	Language Paper 2 Healthy Eating	?	N/a
	Key substantive knowledge	Simile Metaphor Personification Exposition Flashback Climax Cyclical structure Cliff-hanger Accurate use of punctuation, sentence types and vocabulary	Simile Metaphor Personification Fact Opinion Viewpoint Accurate use of punctuation, sentence types and vocabulary	Simile Metaphor Personification Exposition Flashback Climax Cyclical structure Cliff-hanger Accurate use of punctuation, sentence types and vocabulary	Simile Metaphor Personification Fact Opinion Viewpoint Accurate use of punctuation, sentence types and vocabulary		
	Disciplinary knowledge	recall Method and effect Evaluation Analysis Planning for cohesion & impact Redraft for accuracy Use vocabulary/sentences and punctuation for effect	Summarising Synthesising Comparison Analysis Inference Method and effect How to construct an argument How to offer persuasive arguments	Method and effect Evaluation Analysis Planning for cohesion & impact Redraft for accuracy Use vocabulary/sentences and punctuation for effect	Summarising Synthesising Comparison Analysis Inference Method and effect How to construct an argument How to offer persuasive arguments		
Clarity around sequencing	Main links across the curriculum	Links to prior learning: Narrative writing key assessments at KS3	Links to prior learning:	Links to prior learning: The skill of language analysis, exploration	Links to prior learning:		

		<p>Writing an effective narrative as part of the introduction to Language Paper 1 in year 10</p> <p>Links to future learning:</p> <p>Drafting and planning process for Language Paper 2</p> <p>Writing extended pieces under timed conditions</p> <p>Widening the use of sophisticated vocabulary and punctuation required on Language Paper 2 section B</p> <p>Perfecting technical accuracy/SPAG for English Literature</p>	<p>Comparison/linking ideas across poetry (literature paper 2)</p> <p>Language analysis Paper 1 – same skills tested on Question 3 on paper 2 as question 2 on paper 1</p> <p>Selection of evidence across the study of fiction and literary texts</p> <p>Extended narrative writing on Paper 1 – focus on vocabulary, variety of SS and punctuation is key feature of extended writing on paper 2</p> <p>Theme of slavery, entrapment and poverty encountered in KS3 Victorian Literature</p> <p>Links to future learning:</p> <p>Writer’s intent and an understanding of feelings and attitudes will complement their study of comparative and unseen poetry</p>	<p>of structure and evaluation has been taught across the past 4 years of the curriculum.</p> <p>Links to future learning:</p> <p>Their ability to comment on language and structure is important for both language and literature</p> <p>Writing extended pieces under timed conditions</p> <p>Widening the use of sophisticated vocabulary and punctuation required on Language Paper 2 section B</p> <p>Perfecting technical accuracy/SPAG for English Literature</p>	<p>Comparison/linking ideas across poetry (literature paper 2)</p> <p>Language analysis Paper 1 – same skills tested on Question 3 on paper 2 as question 2 on paper 1</p> <p>Selection of evidence across the study of fiction and literary texts</p> <p>Extended narrative writing on Paper 1 – focus on vocabulary, variety of SS and punctuation is key feature of extended writing on paper 2</p> <p>Theme of slavery, entrapment and poverty encountered in KS3 Victorian Literature</p> <p>Links to future learning:</p> <p>Writer’s intent and an understanding of feelings and attitudes will complement their study of comparative and unseen poetry</p>		
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			Language analysis will complement the work done on Paper 1 and literature this year		Language analysis will complement the work done on Paper 1 and literature this year		
	Authentic cross curricular links	Narrative account/skill of evaluation in History	Religious studies, history, British Values, EDI	Narrative account/skill of evaluation in History	PSHE		
Vocabulary	Key words	Protagonist Antagonist Exposition Rising action Climax Incandescent Languidly Callous Demure Elated	Disgusted Passionate Contemplative Accepting Enraged Summary Perspective Connotes Elicits implies	Strident Reptilian Congenial Beatifying Tableaux Successfully Effectively Skilfully Cleverly	Disgusted Passionate Contemplative Accepting Enraged Summary Perspective Connotes Elicits implies		
Assessment	Summative assessment	PPE GCSE Paper Language 1	PPE GCSE Language Paper 2	PPE GCSE Language Paper 1	PPE GCSE Language Paper 2		
Links to the real world / careers / PD		Librarian Author Proof reader	Impact of slavery/poverty in UK and across the world EDI Journalistic Editor Media researcher	Journalistic Editor Media researcher	Healthy eating, social issues within UK Journalistic Editor Media researcher		