Year 11 Curriculum Plan (2027/28 onwards) - English

INTENT	At Holsworthy Community College, the English curriculum is designed to develop students' confidence and ability in both spoken and written communication. We aim to develop students' love of reading through exposure to a wide range of literature, increasing their cultural capital and fostering an appreciation of our rich literary heritage. Our non-negotiable core values include kindness, empathy and tolerance. Through reading diverse texts and exploring different perspectives, students are encouraged to understand and respect the experiences of others. These values are embedded in classroom discussions, writing tasks and the study of literature, helping students to become thoughtful, compassionate individuals. With high levels of literacy being the gateway to success in all subjects, we aim to support students in becoming empowered, lifelong learners who can read fluently, think critically and understand the deeper meanings within the texts they are exposed to in order to better navigate the often-complicated world in which they live. The curriculum is also designed to enable students to apply a robust understanding of grammar and linguistic conventions, so that they grow into competent communicators who can articulate themselves convincingly, in both the spoken and written form, in their personal and future professional lives.
RATIONALE	Our students, situated in a relatively geographically isolated, rural location need exposure to a range of writers, eras and cultures through our fiction and non-fiction choices. At Key Stage 4 our students will build on the skills of Key Stage 3 such as language analysis, creating a viewpoint, writing creatively, skills of comparison and the ability to confidently and competently write extended responses. This development will ensure they have the best skills set at their disposal to engage with the GCSE syllabus.
VOCABULARY	We recognise that improving vocabulary improves reading comprehension, is important for language development, develops communication skills and allows students to express themselves in writing. In English lessons students are taught explicit vocabulary with planned lists of words for each unit to reduce the vocabulary deficit. This can be found on the core knowledge maps. During each scheme, all students are taught the same range of ambitious vocabulary. This vocabulary is revised / revisited in retrieval questions and other topics to ensure that it is embedded in their long-term memory.
CULTURAL CAPITAL	A wide range of fictional and non-fiction texts and extracts, diverse voices in terms of authors, a range of role models examined e.g. as public speakers, theatre visits where possible, cultural exploration of a range of contexts, thematic discussions, vocab development, cross curricular links.
PERSONAL DEVELOPMENT OPPORTUNITIES	The English curriculum makes a significant contribution to personal development and the promotion of British Values by providing students with opportunities to explore moral and ethical dilemmas through a wide range of texts. Literature from diverse cultures fosters tolerance and an appreciation of different perspectives, while character studies encourage empathy and the development of emotional intelligence. Through discussion and reflection on societal issues presented in texts, students are supported in forming their own values and understanding the importance of respect, equality, and social responsibility. Topics covered throughout the curriculum allow for students to discuss and explore wider relevant PSHE subjects e.g. toxic masculinity, relationships, social class, social justice, tolerance, empathy, healthy relationships, ethics and prejudice. We also cover various emotions both in others and in themselves e.g. ambition, guilt, psychological breakdown, anxiety, trauma, social pressures etc.
BROADENING HORIZONS	English introduces students to a wide range of career opportunities throughout the year. These include roles in writing and editing, speech writing, advertising, public relations, media, law, and education. Lessons and enrichment activities often make explicit links between the skills learned in English and their applications in professional contexts. Exposure to different cultures and global perspectives via the study of different texts, engagement with social issues and real-world application, building confidence and a personal voice, aspiration and academic capital (e.g. literary theory, authorial intent).
ASSESSMENT	Assessment in English includes both formative and summative approaches. Formative assessment is integrated into daily classroom practice through live marking, whole-class feedback, self- and peer-assessment, and targeted questioning. Summative assessments are scheduled at key points throughout the year and assess a range of skills including analytical and creative writing and spoken language. These assessments provide valuable data to track progress and inform planning. Assessment strategies such as the use of

	mark schemes, rubrics, and modelling support students in understanding how to improve their work. Regular retrieval tasks help reinforce prior learning and support long-term knowledge retention. Students practice extended academic writing though designated writing lessons and at KS4 they have 'Friday Writes' exam essay practice.
CURRICULUM ORGANISATION	The curriculum is organised on a captivating spiral and interleaving curriculum where each topic builds on previous learning aiming towards their GCSE qualifications. All lessons have an associated core knowledge map that support students when learning, using and revising each topic. All staff follow the same lesson structures where every lesson follows a retrieval activity, guided practice, independent practice and a feedback structure. Teaching Assistants are deployed strategically to support students with additional learning needs, providing in-class scaffolding or small group interventions. Targeted interventions are delivered through literacy support at KS3.

TERM	TOPIC	COMPOSITE IDEA / BIG IDEA	VOCABULARY	COMPONENT KNOWLEDGE	LEARNING EPISODES	WHY IS THIS IMPORTANT?	LINK IT	ON-LINE LEARNING
Autumn	**Language Paper 2 – Section A**	How do writers use non-fiction texts to present ideas, shape viewpoints and influence the way audiences think about the world?	**Alliteration** – The repetition of a sound at the beginning of two or more neighbouring words. **Analogy** – A comparison between one thing and another, usually to explain or clarify something. **Analysis** – Detailed examination of how writers create meaning through their word and structural choices. **Anaphora** – The repetition of words or phrases in a group of sentences, clauses or poetic lines. **Anecdote** – A brief story about something interesting or	Students will develop their understanding of how writers communicate viewpoints, perspectives and ideas within a range of nineteenth-, twentieth- and twenty-first-century non-fiction texts. They will learn how to identify and interpret explicit and implicit information, synthesise evidence from multiple sources and compare similarities and differences between writers' ideas and attitudes. Students will explore how language and structural methods are used to shape meaning, influence readers and communicate perspectives. Students will develop their ability to analyse, evaluate	How should I approach Language Paper 2? 2. How can I effectively synthesise information to answer Question 2? 3. How can I effectively synthesise information to answer Question 2? 4. How can I effectively synthesise information to answer Question 2? 9. How can I successfully respond to Question 3? 6. How can I successfully respond to Question 3? 7. How can I successfully respond to Question 3? 8. How can I successfully respond to Question 3? 9. How can I successfully compare writers' viewpoints and perspectives for Question 4? 10. How can I successfully compare writers' viewpoints and perspectives for Question 4?	**Section A** Students develop their ability to read critically, interpret viewpoints and evaluate how writers communicate ideas to their audiences. Through studying a range of non-fiction texts from different time periods, students learn how language, structure and rhetoric can be used to inform, persuade and influence. These skills enable students to identify explicit and implicit meanings, compare perspectives and think critically about the information they encounter, preparing them for GCSE English Language and for navigating an increasingly complex world. **Section B** Students develop the ability to	Builds on the analytical reading and writing skills developed through GCSE English Language Paper 1. Students draw upon prior learning about inference, language analysis, evaluation, writer's methods and the construction of effective written responses. They also build on their KS3 study of non-fiction texts, viewpoints, persuasive writing and rhetorical devices. 2 3	The following platforms support **independent practice, retrieval, and disciplinary literacy**, enabling pupils to secure and extend their understanding beyond the classroom: Non-fiction: crime and punishment KS4 | Y10 English Lesson Resources | Oak National Academy Non-fiction: letter writing KS4 | Y10 English Lesson Resources | Oak National Academy Non-fiction: changing views

			amusing in a person's life. **Antithesis** – An exact opposite. **Argument** – The reasons provided for or against a matter under discussion. **Article** – A piece of writing that forms an independent part of a publication. **Benefit** – A helpful or positive effect of something. **Colloquialism** – Language used in ordinary or familiar conversation. **Connotation** – An idea or feeling associated with a word beyond its literal meaning. **Convergence** – The act of moving towards agreement, union or uniformity. **Counter-argument** – An argument presented in opposition to another idea or viewpoint. **Dialysis** – Presenting alternatives or either/or arguments that lead to a conclusion. **Direct Address** – When a speaker	and compare non-fiction texts through increasingly sophisticated written responses. They will learn how writers use rhetorical devices, tone, imagery and structure to achieve particular effects, and how these methods can be compared across texts. Alongside reading skills, students will develop their own transactional writing, crafting articles, speeches, letters and other non-fiction texts that demonstrate clear organisation, purposeful language choices and accurate technical control. Students will also develop effective examination strategies and an understanding of the assessment objectives required for success in GCSE English Language Paper 2.	11. How can I successfully compare writers' viewpoints and perspectives for Question 4? 12. How can I successfully compare writers' viewpoints and perspectives for Question 4?	communicate clearly, effectively and persuasively for a range of audiences and purposes. Through crafting transactional writing such as articles, letters and speeches, students learn how to select appropriate language, structure arguments, adapt tone and employ rhetorical techniques to achieve their intended outcomes. These skills support success in GCSE English Language whilst also preparing students for further study, employment and everyday situations that require confident and purposeful communication.	Prepares students for success in GCSE English Language Paper 2 by developing the ability to synthesise information, compare perspectives, analyse writers' methods and evaluate viewpoints across multiple texts. It also strengthens critical reading, communication and argument-building skills that support success across GCSE subjects, further study and future employment.	KS4 | Y10 English Lesson Resources | Oak National Academy

			or writer talks directly to an individual or group. **Divergence** – A situation in which ideas or viewpoints become increasingly different. **Emotive Language** – Language chosen to evoke an emotional response from the reader. **Epiphora** – The repetition of a word or phrase at the end of successive clauses or sentences. **Ethos** – A persuasive appeal based on trust and credibility. **Evaluate** – To make a judgement on how successfully a writer has created meaning using evidence from the text. **Euphemism** – A word or phrase used to avoid saying something that might sound offensive or unpleasant. **Explicit** – Ideas directly stated by the writer, leaving					

			no doubt about their meaning. **Facts** – Information that can be proven to be true. **Humour** – Something amusing within a text. **Hypophora** – When a writer or speaker raises a question and immediately answers it. **Hyperbole** – An exaggerated statement not intended to be taken literally. **Imagery** – Descriptive or figurative language that creates vivid pictures in the reader's mind. **Implicit** – Ideas suggested by the writer rather than directly stated. **Irony** – Expressing meaning by using language that signifies the opposite. **Juxtaposition** – Two contrasting ideas placed close together for effect. **Letter** – A written communication addressed to a person or organisation.					

			Logos – A persuasive appeal to logic and reason. **Metaphor** – A direct comparison between two things. **Motif** – A dominant or recurring theme, image or idea. **Onomatopoeia** – Words that imitate the sounds they describe. **Opinion** – A personal view or judgement not necessarily based on fact. **Oxymoron** – A combination of contradictory words. **Pathos** – A persuasive appeal based on emotion. **Perspectives** – A particular attitude towards something based on a person's position or experience. **Personification** – Giving human qualities to non-human things. **Pronoun** – A word used to replace a noun. **Repetition** – The deliberate reuse of words, phrases or ideas.					

			Rhetorical Question – A question asked for effect rather than an answer. **Simile** – Comparing two things using "like" or "as". **Speech** – A formal address delivered to an audience. **Statistics** – Numerical facts used to support an argument. **Synthesise** – To combine information from different sources. **Tone** – The mood, feeling or attitude expressed by a writer. **Transactional Writing** – Non-fiction writing intended to communicate information, ideas or viewpoints. **Tricolon** – A series of three parallel words, phrases or clauses. **Viewpoints** – A person's opinion or point of view.					
	Section B	How can writers use language and structure to communicate ideas, influence audiences and inspire change?	**Audience** – The person or group for whom a text is intended. **Article** – A piece of writing published in a newspaper, magazine or	Students will understand how writers communicate viewpoints and perspectives through a range of transactional texts, including letters, articles, speeches,	1. What can I understand about the purpose and structure of English Language Paper 2 Section B? 2. How can I explore and apply the conventions of a letter? 3. How can I explore and apply the	**Section A** Understanding how writers communicate viewpoints helps students to become critical and informed readers. In an increasingly digital world, students encounter a wide	Builds on students' prior study of persuasive, transactional and non-fiction writing throughout KS3, including speeches,	The following platforms support **independent practice, retrieval, and disciplinary literacy**, enabling pupils to secure and

			online publication. **Argument** – A collection of reasons and evidence used to persuade someone of a particular viewpoint. **Article Structure** – The way an article is organised to engage and inform its audience. **Bias** – A one-sided viewpoint that favours a particular perspective. **Counterargument** – An opposing viewpoint that is acknowledged and responded to within an argument. **Emotive Language** – Words and phrases chosen to provoke an emotional response from the audience. **Essay** – A structured piece of writing that presents and develops an argument or viewpoint. **Evidence** – Facts, examples, statistics or expert opinions used to	leaflets and essays. They will explore how purpose, audience and form influence the choices writers make and how texts are structured to achieve specific outcomes. Students will develop knowledge of the conventions associated with different text types and learn how writers use rhetorical and persuasive techniques, including emotive language, repetition, statistics, facts, opinions and rhetorical questions, to influence their audience. They will examine how tone, register and organisation contribute to the effectiveness of a text. Students will learn how to plan, structure and craft their own transactional writing, selecting language and structural features appropriate to purpose and audience. They will develop the ability to communicate clear viewpoints, construct sustained	conventions of an article? 4. How can I explore and apply the conventions of a speech? 5. How can I explore and apply the conventions of a leaflet? 6. How can I explore and apply the conventions of an essay? 7. How can I revise and apply my knowledge of text types and writing purposes? 8. How can I produce a coherent and technically accurate persuasive text under exam conditions?	range of articles, speeches, letters and online texts that seek to inform, persuade or influence. By recognising how language, structure and evidence are used to shape opinions, students become better equipped to evaluate information, identify bias and engage thoughtfully with different perspectives. **Section B** Effective communication is an essential life skill. This unit develops students' ability to express their own viewpoints clearly and persuasively while adapting their writing to different audiences and purposes. Through studying and producing a range of transactional texts, students strengthen their skills in argument, organisation, tone and technical accuracy. These skills support success in GCSE English Language and are valuable in further education, employment and everyday communication.	articles, letters and viewpoint writing. Students also draw upon their learning from GCSE English Language Paper 1, applying skills of planning, organisation, vocabulary selection, crafting tone and structuring writing for effect. The analytical study of writers' viewpoints and methods in Paper 2 Section A further supports students in recognising and using effective persuasive techniques. 2 3 Prepares students for success in GCSE English Language Paper 2 by developing their ability to communicate clearly, adapt writing to different audiences and purposes, and craft sustained	extend their understanding beyond the classroom: https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr https://senecalearning.com/en-GB/ https://www.savemyexams.com/gcse/english-language/aqa/ https://www.youtube.com/@mrbruff https://www.youtube.com/@MrEverythingEnglish https://learningbro.com/practice/gcse/english-language/aqa/paper2-viewpoint-writing

			support an argument. **Fact** – Information that can be proven to be true. **Leaflet** – An informative or persuasive text designed to provide information and influence readers. **Opinion** – A personal belief, judgement or viewpoint. **Purpose** – The reason why a text has been written. **Register** – The level of formality used in speech or writing. **Repetition** – Deliberately repeating words or phrases to emphasise an idea. **Rhetorical Question** – A question asked for effect rather than to obtain an answer. **Speech** – A spoken presentation intended to inform, persuade or entertain an audience. **Statistics** – Numerical information used as evidence to support a point.	arguments and write with increasing precision, coherence and technical accuracy in preparation for GCSE English Language Paper 2 Section B.			arguments using a range of rhetorical and persuasive devices. Students continue to strengthen their control of structure, tone, organisation and technical accuracy, whilst developing communication skills that are valuable in further education, employment and everyday life.	

			Tone – The attitude or feeling conveyed by a writer towards a subject or audience. **Transactional Writing** – Writing created to communicate information, ideas, opinions or requests to a particular audience. **Viewpoint** – A person's attitude, opinion or position on an issue.					
Spring	**'DNA'**	How does Dennis Kelly use drama to explore violence, morality, leadership and human nature, and what do the experiences of the characters reveal about individual responsibility within society?	**Apathy** – Lack of feeling, emotion, interest or concern. **Atavism** – To revert to ancestral or primitive behaviour. **Catharsis** – To release and be relieved from strong or repressed emotions. **Coercion** – To force someone to do something through violence, threats or pressure. **Dehumanisation** – To deprive a person or group of positive human qualities, dignity or individuality. **Desensitisation** – To become less affected by	Students will explore how Dennis Kelly uses characterisation, setting, symbolism, motifs and dramatic structure to examine complex ideas about violence, morality, power and human behaviour. Through the study of *DNA*, students will consider how individual actions are shaped by group dynamics, leadership, social pressures and personal responsibility. They will explore key themes including victimhood, guilt, redemption, identity, social responsibility, gang culture, existentialism and the nature of evil.	1&2. What is disenfranchisement? 3. What is a gang? 4. How does Kelly explore the idea of gang membership in DNA? 5. Is John Tate an effective leader? 6. Is John Tate intimidating or child-like? 7&8. Why did John Tate join 'The Jesus Army'? 9. How is the character of Cathy presented? 10. How can we track the arc of Cathy? 11. Why does Leah use the chimps and bonobos metaphor? 12. How can we apply the chimps and bonobos metaphor? 13. How is the character of Leah presented? 14 & 15. Why is Brian a victim?	**Reading** Students develop their understanding of how playwrights use drama to explore complex ideas about morality, leadership, responsibility and the human condition. Through studying *DNA*, students learn how writers construct characters, shape audience responses and communicate powerful messages about society, violence and human behaviour. By analysing language, form and structure, students develop the critical reading skills needed to interpret complex texts, evaluate different viewpoints and build a deeper understanding of how	This unit builds upon students' prior exploration of character, morality and human behaviour throughout Key Stage 3 and Key Stage 4. Students draw upon their understanding of power, responsibility and the consequences of human actions developed through the study of *Macbeth*, whilst also revisiting ideas about duality, identity and the darker aspects of human nature	The following platforms support **independent practice, retrieval, and disciplinary literacy**, enabling pupils to secure and extend their understanding beyond the classroom: https://www.bbc.co.uk/teach/class-clips-video/articles/zf6kjhv https://www.youtube.com/playlist?list=PLqGFsWf-P-cCtwDOwkz-xAPKc9bw4WmPM

			experiences, such as violence, due to repeated exposure. **Disenfranchisement** – A perceived lack of power or exclusion from mainstream society. **Disengagement** – A lack of connection to or involvement with society. **Existentialism** – A philosophy that emphasises individual freedom, responsibility and the search for meaning in life. **Infantilisation** – Treating someone as though they are a child or incapable of acting independently. **Internalisation** – The process of absorbing ideas, values or behaviours so they become part of one's own thinking. **Morality** – Principles or standards concerning right and wrong behaviour. **Nihilism** – The rejection of moral principles due to	Students will examine how Kelly presents a range of contrasting characters and character arcs, analysing how language, form and structure are used to communicate ideas and shape audience responses. They will develop their understanding of contextual and critical concepts including psychopathy, utilitarianism, disenfranchisement, dehumanisation and morality, evaluating how these ideas contribute to the play's wider messages about society and human nature. Through analytical and conceptual essay writing, students will learn how to construct detailed interpretations, integrate evidence effectively and explore multiple perspectives in preparation for GCSE English Literature.	16. How does the Jamie Bulgar murder case affect our understanding of DNA? 17. Was Adam tortured? 18. Does Kelly link Adam with religion, and why? 19. How is the character of Phil presented? 20. Does Phil have psychopathic traits? 21. How can we use Hare's checklist to interpret Cathy and Phil? 22. To what extent does DNA discuss morality? 23. How does utilitarianism link to DNA? 24. What creates evil? 25. How can we apply Zimbardo's theory to our writing? 26. How is the setting relevant? 27. What is interesting about the structure of DNA?	literature reflects contemporary social issues. **Writing** Students develop the ability to communicate sophisticated interpretations through analytical and conceptual essay writing. They learn how to construct clear arguments, analyse writers' methods, integrate textual evidence and explore the significance of context and critical ideas. Through extended literary analysis, students refine their use of academic vocabulary, subject terminology and critical thinking, preparing them for success in GCSE English Literature and for future study requiring independent analysis and effective written communication.	explored in *The Strange Case of Dr Jekyll and Mr Hyde*. The themes of violence, conflict and human behaviour also connect closely to the *Power and Conflict* poetry anthology, encouraging students to consider how writers present the impact of individual and collective actions. Through analytical and conceptual essay writing, students continue to develop the skills required for GCSE English Literature, preparing them to construct sophisticated interpretations, evaluate writers' methods and explore the wider significance of literary texts.	

			the belief that life lacks meaning. **Psychopathy** – A personality disorder characterised by antisocial behaviour, impaired empathy and a lack of remorse. **Redemption** – The act of being saved from error, guilt or wrongdoing. **Sadism** – Pleasure derived from inflicting pain, suffering or humiliation on others. **Utilitarianism** – An ethical theory which prioritises the needs and happiness of the majority over individual rights. **Victimhood** – The condition or experience of being a victim of harm, injustice or suffering.					
	Revision							
Summer	**Revision**							