

<b>Year: 11 Literature</b>	<b>Curriculum Intent:</b> Students will develop skills from year 10 and compare <b>poems, their ideas, language, structure and form</b> . Students will focus on the themes explored and construct arguments based on the writers' intentions. Students will focus on the writers' purpose and make links between the contexts of the texts and the themes explored in the texts. Students will begin to zoom into the language and structural techniques and comment on the effects.					
<b>Unit title:</b>	<b>Term 1</b>  <b>Poetry Anthology and Unseen</b>		<b>Term 2</b>  <b>Revision – Literature Paper 1 &amp; Literature Paper 2</b>		<b>Term 3</b>  <b>Revision and Exam focus.</b>	
<b>Reading and Writing Focus Speaking and Listening Focus</b>	<b>Reading</b> – Read, understand and interpret the poems. Add <b>context</b> to see the poets' messages. <b>Language</b> analysis to understand the meaning of the poems <b>Structural</b> analysis to link methods to the meaning and purpose – across the poems.		<b>Reading</b> – Read, understand and interpret the text. Add <b>context</b> and link to the writers' messages and social commentaries. <b>Language</b> analysis to understand character development and attitudes. <b>Structural</b> analysis relating to character progression and themes explored – across the play.  Build on structuring essays and using topic sentences.		<b>Reading</b> – Read, understand and interpret the text. Add <b>context</b> to see Priestley's message and social commentary. <b>Language</b> analysis to understand character development and attitudes. <b>Structural</b> analysis relating to character progression and themes explored – across the play.  Build on structuring essays and using topic sentences.	
<b>Sequence of learning</b>	<b>Anthology Poetry</b> - Read the Power and Conflict cluster of poems and understanding the meaning. -Analyse the language methods used in the poems. -Analyse the structural methods used in the poems. - compare the presentation of conflict in the poem.	<b>Unseen Poetry</b> -How have the poets conveyed meaning in their poems? -analyse the poems using, form, language, imagery, rhyme, and tone. -Compare methods in 2 poems.	<b>Literature Paper 1:</b> -Revise characters and themes in <i>Macbeth</i> . - Revise characters and themes in <i>A Christmas Carol</i> . - Revise the language and structural methods in the texts. -Revise the significance of context in the texts.	<b>Literature Paper 2: -</b> -Revise characters and themes in <i>An Inspector Calls</i> . - Revise characters and themes in the Anthology. - Revise the language and structural methods in the texts. -Revise the significance of context in the texts.		

	<ul style="list-style-type: none"> <li>-compare the clusters of poems using:</li> <li>- themes</li> <li>- language methods</li> <li>- structural methods</li> <li>- context</li> </ul>					
<b>Vocab</b>	<ul style="list-style-type: none"> <li>Form</li> <li>Language</li> <li>Imagery</li> <li>Tone</li> <li>Rhyme</li> <li>Structure</li> <li>Iambic pentameter</li> <li>Symbolism</li> <li>Dramatic monologue</li> <li>Sonnet</li> <li>Verse</li> <li>Stanza</li> <li>Poetic voice</li> <li>Speaker</li> </ul>	<ul style="list-style-type: none"> <li>Form</li> <li>Language</li> <li>Imagery</li> <li>Tone</li> <li>Rhyme</li> <li>Structure</li> <li>Symbolism</li> <li>Dramatic monologue</li> <li>Sonnet</li> <li>Verse</li> <li>Stanza</li> <li>Poetic voice</li> <li>Speaker</li> </ul>	<ul style="list-style-type: none"> <li>Soliloquy</li> <li>Stage directions</li> <li>Tragic hero</li> <li>Hamartia/Fatal flaw</li> <li>Dramatic irony</li> <li>Props</li> <li>Exits/entrances</li> <li>Setting/scenes</li> <li>Sounds</li> <li>Contrasts</li> <li>Iambic Pentameter</li> <li>Rhyming couplets</li> </ul>	<ul style="list-style-type: none"> <li>Form</li> <li>Language</li> <li>Imagery</li> <li>Tone</li> <li>Rhyme</li> <li>Structure</li> <li>Symbolism</li> <li>Dramatic monologue</li> <li>Sonnet</li> <li>Verse</li> <li>Stanza</li> <li>Poetic voice</li> <li>Speaker</li> <li>Tone</li> <li>Props</li> <li>Dramatic irony</li> <li>Exits/entrances</li> <li>Setting</li> <li>Stage directions</li> <li>Sounds</li> </ul>	<ul style="list-style-type: none"> <li>Form</li> <li>Language</li> <li>Imagery</li> <li>Tone</li> <li>Rhyme</li> <li>Structure</li> <li>Symbolism</li> <li>Dramatic monologue</li> <li>Sonnet</li> <li>Verse</li> <li>Stanza</li> <li>Poetic voice</li> <li>Speaker</li> <li>Tone</li> <li>Props</li> <li>Dramatic irony</li> <li>Exits/entrances</li> <li>Setting</li> <li>Stage directions</li> <li>Sounds</li> </ul>	<ul style="list-style-type: none"> <li>Form</li> <li>Language</li> <li>Imagery</li> <li>Tone</li> <li>Rhyme</li> <li>Structure</li> <li>Symbolism</li> <li>Dramatic monologue</li> <li>Sonnet</li> <li>Verse</li> <li>Stanza</li> <li>Poetic voice</li> <li>Speaker</li> <li>Tone</li> <li>Props</li> <li>Dramatic irony</li> <li>Exits/entrances</li> <li>Setting</li> <li>Stage directions</li> <li>Sounds</li> </ul>
<b>Grammar, punctuation, and spelling.</b>	<ol style="list-style-type: none"> <li>1. Spelling of key words</li> <li>2. Punctuation used correctly.</li> <li>3. Written expression is clear.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spelling of key words</li> <li>2. Punctuation used correctly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spelling of key words</li> <li>2. Punctuation used correctly.</li> <li>3. Written expression is clear.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spelling of key words</li> <li>2. Punctuation used correctly.</li> <li>3. Written expression is clear.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spelling of key words</li> <li>2. Punctuation used correctly.</li> <li>3. Written expression is clear.</li> </ol>	Exams

		3. Written expression is clear.				
<b>Assessment</b>	Compare how the poets present ideas of conflict in the poems.	1.How does the poet present the theme of childhood? 2.Compare the methods used in both poems.	How does Shakespeare present the theme of greed in the play?	How does Priestley present women in the play?	How does Dickens present Scrooge in the play as a whole?	Exams