



## Bishop Stopford's School

### Curriculum Map Year 11

### GCSE ENGLISH LANGUAGE AND GCSE ENGLISH LITERATURE - EDEXCEL

Curriculum Intent: To deliver an inclusive and comprehensive GCSE examination curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	<b>Literature Paper 1 An Inspector Calls</b>	Interleaving approach used across both Language and Literature with initial focus on knowledge retrieval, recall and application of Literature texts taught in Year 10 and revision of Language analysis and evaluation skills.	Continued interleaving approach with focus on embedding and further development of language evaluative, comparative and crafting skills, alongside practice of applying knowledge of contexts to Literature texts studied.	Bespoke revision of contexts, themes, plot and character within Literature texts and continued progression in learning and practising how to analyse, compare and make judgements of Language texts and also how to effectively create effects for the reader.	Continued bespoke revision of how to successfully identify and synthesise key ideas within Language and Literature texts, how to apply prior knowledge of contexts to exam questions regarding character and/or theme within literature texts and how to craft writing to suit purpose, audience and task.	Exams
Core Skills	<ul style="list-style-type: none"> <li>maintaining a critical style and providing well informed judgements</li> <li>selecting and synthesising evidence from different texts to support opinions</li> <li>Understanding of relationship between text and contexts in which they were written</li> <li>Critical thinking</li> <li>Analysis of uses of language, form and structure to create meanings</li> <li>Critical evaluation</li> <li>selecting and synthesising information from texts</li> <li>comparing how ideas and perspectives are conveyed across texts</li> <li>identifying and interpreting implicit and obvious information</li> <li>Oracy</li> <li>Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>communicating ideas coherently</li> <li>using structural devices such as sentence forms and paragraphing for effect</li> <li>using linguistic devices to suit audience, purpose and to create effects</li> <li>Make judgements</li> <li>Make arguments</li> <li>Draw informed decisions</li> <li>Synthesis of information</li> <li>Revision of grammar and spelling</li> </ul>	<ul style="list-style-type: none"> <li>maintaining a critical style and providing well informed judgements</li> <li>selecting and synthesising evidence from different texts to support opinions</li> <li>Understanding of relationship between text and contexts in which they were written</li> <li>Critical thinking</li> <li>Analysis of uses of language, form and structure to create meanings</li> <li>Critical evaluation</li> <li>selecting and synthesising information from texts</li> <li>comparing how ideas and perspectives are conveyed across texts</li> <li>identifying and interpreting implicit and obvious information</li> <li>Oracy</li> <li>Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>communicating ideas coherently</li> <li>using structural devices such as sentence forms and paragraphing for effect</li> <li>using linguistic devices to suit audience, purpose and to create effects</li> <li>Make judgements</li> <li>Make arguments</li> <li>Draw informed decisions</li> <li>Synthesis of information</li> <li>Revision of grammar and spelling</li> </ul>	<ul style="list-style-type: none"> <li>maintaining a critical style and providing well informed judgements</li> <li>selecting and synthesising evidence from different texts to support opinions</li> <li>Understanding of relationship between text and contexts in which they were written</li> <li>Critical thinking</li> <li>Analysis of uses of language, form and structure to create meanings</li> <li>Critical evaluation</li> <li>selecting and synthesising information from texts</li> <li>comparing how ideas and perspectives are conveyed across texts</li> <li>identifying and interpreting implicit and obvious information</li> <li>Oracy</li> <li>Numeracy</li> </ul>	
Core knowledge	<ul style="list-style-type: none"> <li>Understanding of context of Edwardian and Post World War 2 era. Knowledge of conventions of social class and models of capitalism and socialism. Understanding of how to analyse Priestley's dramatic methods.</li> </ul>	An amalgamation of all knowledge acquired from KS2 to KS3.	An amalgamation of all knowledge acquired from KS2 to KS3.	An amalgamation of all knowledge acquired from KS2 to KS3.	An amalgamation of all knowledge acquired from KS2 to KS3.	
Assessment & Feedback	Formative assessment - analysis of how Priestley uses language and structure and form to convey characters or themes followed by DIRT. Summative assessment - exploration of how Priestley presents a specific theme or character throughout the play in relation to plot, theme, character and context. In class self and peer assessment too	Relevant mark schemes and past papers or exam-style questions used to assess application of ability and knowledge.	Relevant mark schemes and past papers or exam-style questions used to assess application of ability and knowledge.	Relevant mark schemes and past papers or exam-style questions used to assess application of ability and knowledge.	Relevant mark schemes and past papers or exam-style questions used to assess application of ability and knowledge.	
Link to prior learning	Year 9 Summer Term 1	Whole KS3 and KS4 Curriculum	Whole KS3 and KS4 Curriculum	Whole KS3 and KS4 Curriculum	Whole KS3 and KS4 Curriculum	