



Edition 2  
September  
2024

# ENGLISH

## Curriculum Newsletter

# YEAR 11

### Contact



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# Curriculum Intent

At Wickersley Partnership Trust, we understand that getting the curriculum right for each and every individual student is the single most important factor in ensuring progress, encouraging positive engagement and raising aspirations. At Wickersley Partnership Trust, we want all students to leave able and qualified to play their full part in an ever-changing world through an ambitious, creative and innovative curriculum, which empowers students with the skills, knowledge and attributes to allow them to succeed in their next phase of education and their working life. Our curriculum is not driven by performance tables. It is our belief that a strong, broad, balanced curriculum, tailored to individual needs can remove barriers to learning and allow all students to access the curriculum appropriate to them and will therefore meet their individual needs. At WPT, we believe that English should be more than just teaching to an exam. As a core subject, we realise the importance of the fundamental skills that English can offer our students as they learn to articulate their thoughts and ideas on important topics, through a breadth of reading, the written word and their spoken word.

## Year 11 Curriculum

At the start of Y11, students will continue to study for the AQA Literature GCSE by focusing on the modern play *An Inspector Calls*, building on their knowledge of the concepts of a modern play and character progression from KS3.

### Power

The power of wealth/class and how they misuse this power. There is also a strong focus on the power of the patriarchy and the power men hold over women.

### Identity

John Smith and Eva Smith represent the identity of the working class and the issues of society and how much impact your identity had on your chances in life.

### Relationships

As business transactions such as with Sheila/Gerald. Characters' 'relationship' with responsibility.

Students will continue to study Literature through the understanding of the AQA 'Power and Conflict' poetry anthology, building on their knowledge of the concepts of poetry.

### Power

The power of wealth/class and how they misuse this power in poetry such as 'London' and 'My Last Duchess'. There is also a strong focus on the power of the patriarchy and the power men hold over women.

### Identity

Political and educational identity and the issues of society are discovered. Poets consider how much impact your identity had on your chances in life in poems such as 'Kamikaze', 'The Emigree', and 'Checking Out Me History'.

### Relationships

Familial relationships are considered in poems such as 'Poppies'. There are links to relationships with nature and the natural world, such as 'Storm on the Island'.

Students are given the opportunity to learn an approach to the poems as unseen poems to fulfil this element on the Literature Paper 2 exam.

Students also complete their learning of the Language Paper 2 transactional reading and writing, with links to the contextual knowledge of the Literature texts.






## Assessment Points




Year 11 Students are assessed each half term through BRAG marking of the AQA exam assessment objectives. Students will work on identified misconceptions. Students will also sit mock exam papers in exam conditions, and take part in 'walk through hall mocks' in order to establish the routine of essay writing.

## Immerse Yourself

### BBC Bitesize GCSE Poetry

-  Develop skills
-  Study Support
-  English Revision at home

### BBC Bitesize GCSE English Language

-  Get Revising Quicker!
-  Videos, Links and Quizzes
-  Study Support and Revision

BBC Bitesize helps to support the students revision outside of school.

If they are struggling with topics in lessons or want to enhance their learning in the classroom then these links are an ideal place to cover content at home.

## Test Your Knowledge with Quizlet...

Quizlet's Y11 English flashcards are a fantastic way to memorise relevant English terms to help you with your studies. Click on the icon below to start!



# Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

## CLASSROOM LEVEL REWARDS

Awarded for: working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.

Rewarded by: praise postcards, positive phone calls to parents/carers, positive text messages home, and lesson-based prizes.

## SUBJECT LEVEL REWARDS

Reward scheme: Star of the Week, curriculum awards (Subject/School Way, participation, working with pride, embracing the whole curriculum), high flyer, extra mile, most improved.

Rewarded by: names displayed on reward boards, certificates, social media posts.

# Broadening Horizons

As part of expanding students' knowledge on key topics, English teachers will set project-based Broadening Horizons homework tasks.

A variety of tasks are set which include, but aren't limited to, research tasks, creative writing, competitions and making things.

This term, Y11 will be creating a meme or comic strip inspired by a literature text that they have studied so far. There is a competition for the best version.

There will be performances linked to Literature texts for the GCSE classes and the opportunity for students to compete in a Poetry by Heart competition nationally.



## An Inspector Calls: Context and Background

This video looks at the context and background of 'An Inspector Calls' with the aim to help students with their GCSE English Literature revision. Set in 1912, the play unfolds during turbulent times in Britain as workers formed unions, and demanded better wages and conditions. Click on the logo to watch!

## Hive Young Writers' Groups: 14-19

Hive welcomes young people of all interests, abilities and backgrounds who enjoy any form of writing. You don't have to think you're a great writer to join, you just need an interest in writing and a willingness to try new things. Their groups are about sparking ideas and exploring the power of words through creative writing exercises. Click the logo to find out more!





# Careers

Students have been encouraged to think about careers that are intrinsically linked to the skills taught in English lessons, such as lawyers, journalists, advertisers, climate campaigners and how different jobs use different styles of language.

English Careers lessons are in September. Each element of the careers lesson links to an aspect of the English Way and represents the importance of students becoming subject specialists in order to take their place in the wider world.

Our Y11 students considered the different avenues open to them by studying English to a higher level, such as becoming a writer, journalist, civil servant, therapist, copywriter, senior executive or a teacher. Click on the logo below for an insight into freelance writing!



# The English Way

The English Way enables us to develop well-rounded individuals ready for the next stage of life after school. It is about embedding employability skills such as resilience, collaboration, communication, aspiration, responsibility, tolerance and respect in order for them to be an active participant in the local community and beyond.

**THE ENGLISH WAY**

We are imaginative and ambitious writers

We communicate our ideas & **listen to the ideas of others**

We can scan text to quickly gain an overview

We plan, proofread and edit our writing carefully

We strive to be an expert in characters and themes

**We express our ideas in a thoughtful and respectful way**

We explore texts carefully & search for meanings and ideas

We consider the techniques writers have used & the effect they have on the reader

We adapt our writing style to meet the **purpose**

We use sophisticated vocabulary in our writing

**SUBJECT WAYS**

Have your say! ✨

At WPT we're always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please click on the title to fill out a short feedback form.