



English: Y11		MAGHULL HIGH SCHOOL – CURRICULUM MAP		
TOPIC (S)	Lessons Sequence			
<b>English Language Paper 2</b>	1. Explicit and Implicit Information 2. Summarising 3. Question 2 Summarising 4. Rhetoric 5. Language Analysis 6. Impressions and Intentions 7. Guided Mock: Questions 1, 2 and 3 8. Checkpoint: Questions 1, 2 and 3 9. Attitudes and Ideas 10. Viewpoints and Perspectives		11. Question 4 12. Checkpoint: Questions 1- 4 13. Expectations of Gender 14. Fast Fashion 15. River Pollution 16. Air Pollution 17. Guided Mock 18. Checkpoint: Questions 1-5 19. DIRT 20. Summative Assessment Paper 2 Section A 21. Summative Assessment Paper 2 Section B	
	<b>Knowledge &amp; Skills development</b>	Understanding terms ‘inference’ and ‘analysis’ and distinguish the difference Summarise differences between two texts using inference skills Understand and identify key grammatically terminology Understand origins of rhetoric Explore art of rhetoric: ethos, pathos and logos Understand and identify language and structural devices To explore how writers consciously construct texts Use evidence to support ideas		To identify and understand writer viewpoint To compare viewpoints between texts To compare the effectiveness of writer methods in conveying their viewpoint Identify purpose, audience and form of texts Plan effectively for exam responses Use accurate spelling, punctuation and grammar, including sophisticated vocabulary
<b>Assessment / Feedback Opportunities</b>	Lesson 8 Checkpoint Activity: Paper 2 Questions 1, 2 and 3	Lesson 12 Checkpoint Activity: Paper 2 Questions 1, 2, 3 and 4	Lesson 18 Checkpoint Activity: Paper 2 Questions 1, 2, 3 and 4	Lesson 20: Summative Assessment Paper 2 Section A Lesson 21: Summative Assessment Paper 2 Section B
<b>Cultural Capital SMSC / Promoting British Values</b> <small>(Democracy, Liberty, Rule of Law, Tolerance &amp; Respect)</small>	English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. All the skills of language are essential to participating fully as a member of society.			
<b>Reading opportunities</b>	19 <sup>th</sup> /20 <sup>th</sup> /21 <sup>st</sup> century non-fiction writing Rhetoric examples: King George VI speech/Martin Luther King speech/Malala’s address to the United Nations Maya Angelou’s <i>Mom &amp; Me &amp; Mom</i> Bill Byron’s <i>Notes from a Small Island</i> Charles Dickens’ travelogue <i>Pictures from Italy</i> Matt Dickinson’s <i>The Death Zone</i> Nelson Mandela’s <i>A Long Walk to Freedom</i> George Orwell’s <i>The Road to Wigan Pier</i>			

	Gervase Phinn <i>The Other Side of the Dale</i> Emma Watson's <i>HeForShe</i> UN speech					
<b>Key Vocabulary</b>	Inference	Retrieval	Deduce	Summarise	Comparison	Viewpoint
	Analysis	Rhetoric	Origin	Ethos	Pathos	Logos
	Hearth	Shrill	Bereft	Bereaved	Concede	Bemoaning
	Prevalence	Necropolis	Sepulchral	Sombre	Relentlessly	Intervening
	Submissive	Pestilence	Apathy	Fetid	Undulating	Stagnant
<b>Digital Literacy</b>	Visual stimulus for each lesson Videos relating to context					
<b>Cross-Curricular Links</b>	History: WW1 address/Queen Elizabeth I address/Martin Luther King/Contextual information linked to 19 <sup>th</sup> century Britain Personal Development: Exploring conflict across the world – Malala's United Nations address					
<b>Careers</b>	Advertising, marketing, writing, journalism, law, consultancy, business, teaching, performing arts, academia, linguistics, foreign languages and media					