



# The Fisher Way: Curriculum



*The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.*

**Successful and resilient** learners who aspire to and achieve excellence

**Confident** individuals who can explore and communicate effectively

**Responsible** citizens who are active, loving and wise in all their endeavours

Subject	English
Year Group	Year 11
Intent	<p><i>Key questions: What is your vision? Why do they do what they do over the course of study 5-7 years? Fit them in to the frame below:</i></p> <p><b>Successful and resilient learners:</b> who are attentive to and reflect upon their learning, have high expectations of themselves and realise their full potential in reading, writing and spoken language skills</p> <p><b>Confident individuals:</b> who can express themselves with intent in a succinct, assured and articulate way, according to audience and purpose</p> <p><b>Responsible citizens:</b> who are discerning critical readers of fiction and non-fiction texts and whose analytical skills will allow them to interpret the ever more complex linguistic landscape and enable meaningful discussion of spiritual, moral, social and cultural issues</p>
Narrative	<i>Key questions:</i>

	<p>1. <i>How are they going to be different when they finish the year?</i></p> <ul style="list-style-type: none"> <li>• <b>Students will have further developed their ability to critically read a diverse range of literary fiction and literary non-fiction texts, evaluating writers' perspectives and methods.</b></li> <li>• <b>Students will have further developed their ability to create compelling writing of narrative, descriptive and persuasive pieces</b></li> <li>• <b>Students will study classic literature from different eras, and further developing understandings of relevant social, historical and cultural contexts</b></li> <li>• <b>Students will further explore alternative perspectives in response to literature texts before producing to informed evaluations, grasping subjectivity in literature</b></li> </ul> <p>2. <i>How does this link to what they have done before?</i></p> <p><b>In year 10, students focused on the shared reading and study of literature texts, laying foundations through discrete assessments for more robust and holistic analysis in year 11 responses. In year 10, students explored unseen fiction and non-fiction sources with discrete assessment practice; in year 11, these responses become more holistic with an wider appreciation of the varied skill-types demanded by exam questions.</b></p> <p>3. <i>How does this set them up for the years to come?</i></p> <p><b>In GCSE English Literature, Assessment Objectives 1, 2 3 and 4 mirror their equivalent at A-level, ensuring a clear pathway to sixth form studies. Students are taught a diverse diet of literature texts during which time they have the opportunity to grasp key contextual factors leading to ideal preparation for A-level studies.</b></p>					
<b>Half term</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge (topics studied)</b>	Benchmark - Paper 1 Section B Descriptive Writing and Conflict Poetry	Shakespeare - Romeo and Juliet, Much Ado about Nothing	Language Paper 1	Revision - An Inspector Calls, A Christmas Carol, Language Paper 2	"Revision. Language Paper 1: Explorations in Creative Reading and Writing  • Language Paper 2: Writers' Viewpoints and Perspectives"	
<b>Key skills</b>	Persuasive writing devices revised DAAAFORREST Textual referencing. retrieval techniques, summary and synthesis, inference, explain effects of linguistic techniques, comparison,	Making links between text and context, consider authorial intention, making links across texts.	Retrieval techniques, identification of linguistic techniques, explanation of effects, offering alternative interpretations, structural techniques and effects explored, evaluating	Persuasive devices techniques revised. Revision of context and text links. making links across whole texts. Considering alternative interpretations.	As Aut 1, Aut 2 and Spring 1	

	explaining perspectives		alternative interpretations. Use of descriptive writing techniques.			
<b>Cultural capital</b>	Exploring relationships across time and different cultures.	Insight into the historical period of the Elizabethans e.g. courtly love, cuckolding, family honour, paternal authority.	Exploring relationships between time and cultures.	Edwardian era and Victorian era context related to class division, role of women, patriarchal society, poverty etc.	Exposure to a range of extracts from 20th century literature of a variety of genre e.g. gothic, dystopian, detective. Social commentary.	
<b>Assessment</b>	<b>1.</b> Writing Task: GCSE English Language Paper 2 Section B Benchmark; <b>2.</b> Reading task: GCSE English Literature Paper 2 Section B; Comparing 2 Anthology Poems	<b>1.</b> GCSE English Literature Mock Exam Paper 2 Section A Shakespeare task. <b>2.</b> GCSE English Language Mock Exam Paper 2	<b>1.</b> GCSE English Language Mock Exam Paper 1 <b>2.</b> GCSE English Language Exam Paper 2 Section A task	<b>1.</b> GCSE English Literature Task: Paper 1 Section B, 19th Century Novel. <b>2.</b> GCSE English Literature Task: Paper 2 Section A Modern drama. <b>3.</b> Writing Task: GCSE English Language Paper 2 Section B	-Teacher discretion regarding apposite final practice tasks informed by needs of classes/ individuals.	