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 Literature
Year Group	Year 11
Intent	**Successful and resilient learners:** 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 **Confident individuals:** who can express themselves with intent in a succinct, assured and articulate way, according to audience and purpose **Responsible citizens:** 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

Narrative	*Key questions:* *How are they going to be different when they finish the year?* Students will have further developed their ability to critically read a diverse range of literary fiction texts, evaluating writers' perspectives and methods. Students will study classic literature from different eras, and further developing understandings of relevant social, historical and cultural contexts. Students will further explore alternative perspectives in response to literature texts before producing to informed evaluations, grasping subjectivity in literature. *How does this link to what they have done before?* 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. *How does this set them up for the years to come?* 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.					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Shakespeare - Macbeth	Shakespeare - Macbeth	Revision: An Inspector Calls	Revision: A Christmas Carol	Revision: Poetry	
Key skills	Analysis of language, form, and structure Consider authorial intention, making links across the text.	Analysis of language, form, and structure Consider authorial intention, making links across the text.	Analysis of language, form, and structure Consider authorial intention, making links across the text.	Analysis of language, form, and structure Consider authorial intention, making links across the text.	Making links between text and context, consider authorial intention, making links across texts.	
Careers and Cultural capital	Exploring relationships across time and different cultures.	Insight into the historical period of the Elizabethans	Victorian era and context related to class division, poverty, social responsibility Careers in the charity sector and NHS	Edwardian era and context related to class division, role of women, patriarchal society, politics, social responsibility etc. Entrepreneurs and Corporate Social Responsibility	Exploring relationships between time and different cultures. Careers in the Armed Forces And Counselling ref. The British Legion Careers in Expressive Arts	

Assessment **Details required of nature of each assessment (closed/multiple-choice/open long answers/number of marks)**	Benchmark: Theme analysis task	Literature Mock Exam Macbeth and Poetry.	Literature Mock Exam A Christmas Carol and An Inspector Calls	Theme/character based mock practice questions.	-Teacher discretion regarding apposite final practice tasks informed by needs of classes/ individuals.	