



CURRENT Year 11 Curriculum Plan (2026/27) - English

INTENT	At Holsworthy Community College, the English curriculum is designed to develop students' confidence and ability in both spoken and written communication. We aim to develop students' love of reading through exposure to a wide range of literature, increasing their cultural capital and fostering an appreciation of our rich literary heritage. Our non-negotiable core values include kindness, empathy and tolerance. Through reading diverse texts and exploring different perspectives, students are encouraged to understand and respect the experiences of others. These values are embedded in classroom discussions, writing tasks and the study of literature, helping students to become thoughtful, compassionate individuals. With high levels of literacy being the gateway to success in all subjects, we aim to support students in becoming empowered, lifelong learners who can read fluently, think critically and understand the deeper meanings within the texts they are exposed to in order to better navigate the often-complicated world in which they live. The curriculum is also designed to enable students to apply a robust understanding of grammar and linguistic conventions, so that they grow into competent communicators who can articulate themselves convincingly, in both the spoken and written form, in their personal and future professional lives.
RATIONALE	Our students, situated in a relatively geographically isolated, rural location need exposure to a range of writers, eras and cultures through our fiction and non-fiction choices. At Key Stage 4 our students will build on the skills of Key Stage 3 such as language analysis, creating a viewpoint, writing creatively, skills of comparison and the ability to confidently and competently write extended responses. This development will ensure they have the best skills set at their disposal to engage with the GCSE syllabus.
VOCABULARY	We recognise that improving vocabulary improves reading comprehension, is important for language development, develops communication skills and allows students to express themselves in writing. In English lessons students are taught explicit vocabulary with planned lists of words for each unit to reduce the vocabulary deficit. This can be found on the core knowledge maps. During each scheme, all students are taught the same range of ambitious vocabulary. This vocabulary is revised / revisited in retrieval questions and other topics to ensure that it is embedded in their long-term memory.
CULTURAL CAPITAL	A wide range of fictional and non-fiction texts and extracts, diverse voices in terms of authors, a range of role models examined e.g. as public speakers, theatre visits where possible, cultural exploration of a range of contexts, thematic discussions, vocab development, cross curricular links.
PERSONAL DEVELOPMENT OPPORTUNITIES	The English curriculum makes a significant contribution to personal development and the promotion of British Values by providing students with opportunities to explore moral and ethical dilemmas through a wide range of texts. Literature from diverse cultures fosters tolerance and an appreciation of different perspectives, while character studies encourage empathy and the development of emotional intelligence. Through discussion and reflection on societal issues presented in texts, students are supported in forming their own values and understanding the importance of respect, equality, and social responsibility. Topics covered throughout the curriculum allow for students to discuss and explore wider relevant PSHE subjects e.g. toxic masculinity, relationships, social class, social justice, tolerance, empathy, healthy relationships, ethics and prejudice. We also cover various emotions both in others and in themselves e.g. ambition, guilt, psychological breakdown, anxiety, trauma, social pressures etc.
BROADENING HORIZONS	English introduces students to a wide range of career opportunities throughout the year. These include roles in writing and editing, speech writing, advertising, public relations, media, law, and education. Lessons and enrichment activities often make explicit links between the skills learned in English and their applications in professional contexts. Exposure to different cultures and global perspectives via the study of different texts, engagement with social issues and real-world application, building confidence and a personal voice, aspiration and academic capital (e.g. literary theory, authorial intent).
ASSESSMENT	Assessment in English includes both formative and summative approaches. Formative assessment is integrated into daily classroom practice through live marking, whole-class feedback, self- and peer-assessment, and targeted questioning. Summative assessments are scheduled at key points throughout the year and assess a

	range of skills including analytical and creative writing and spoken language. These assessments provide valuable data to track progress and inform planning. Assessment strategies such as the use of mark schemes, rubrics, and modelling support students in understanding how to improve their work. Regular retrieval tasks help reinforce prior learning and support long-term knowledge retention. Students practice extended academic writing through designated writing lessons and at KS4 they have 'Friday Writes' exam essay practice.
CURRICULUM ORGANISATION	The curriculum is organised on a captivating spiral and interleaving curriculum where each topic builds on previous learning aiming towards their GCSE qualifications. All lessons have an associated core knowledge map that support students when learning, using and revising each topic. All staff follow the same lesson structures where every lesson follows a retrieval activity, guided practice, independent practice and a feedback structure. Teaching Assistants are deployed strategically to support students with additional learning needs, providing in-class scaffolding or small group interventions. Targeted interventions are delivered through literacy support at KS3.

TERM	TOPIC	COMPOSITE IDEA / BIG IDEA	VOCABULARY	COMPONENT KNOWLEDGE	LEARNING EPISODES	WHY IS THIS IMPORTANT?	LINK IT	ON-LINE LEARNING
Autumn	Language Paper 2 – Section A	How do writers use non-fiction texts to present ideas, shape viewpoints and influence the way audiences think about the world?	Alliteration – The repetition of a sound at the beginning of two or more neighbouring words. Analogy – A comparison between one thing and another, usually to explain or clarify something. Analysis – Detailed examination of how writers create meaning through their word and structural choices. Anaphora – The repetition of words or phrases in a group of sentences, clauses or poetic lines.	Students will develop their understanding of how writers communicate viewpoints, perspectives and ideas within a range of nineteenth-, twentieth- and twenty-first-century non-fiction texts. They will learn how to identify and interpret explicit and implicit information, synthesise evidence from multiple sources and compare similarities and differences between writers' ideas and attitudes. Students will explore how language and structural methods are used to shape meaning, influence readers and	How should I approach Language Paper 2? 2. How can I effectively synthesise information to answer Question 2? 3. How can I effectively synthesise information to answer Question 2? 4. How can I effectively synthesise information to answer Question 2? 9. How can I successfully respond to Question 3? 6. How can I successfully respond to Question 3? 7. How can I successfully respond to Question 3? 8. How can I successfully respond to Question 3? 9. How can I successfully compare writers' viewpoints and perspectives for Question 4?	Section A Students develop their ability to read critically, interpret viewpoints and evaluate how writers communicate ideas to their audiences. Through studying a range of non-fiction texts from different time periods, students learn how language, structure and rhetoric can be used to inform, persuade and influence. These skills enable students to identify explicit and implicit meanings, compare perspectives and think critically about the information they encounter, preparing them for GCSE English Language and for navigating an increasingly complex world.	Builds on the analytical reading and writing skills developed through GCSE English Language Paper 1. Students draw upon prior learning about inference, language analysis, evaluation, writer's methods and the construction of effective written responses. They also build on their KS3 study of non-fiction texts, viewpoints, persuasive writing and rhetorical devices.	The following platforms support independent practice, retrieval, and disciplinary literacy, enabling pupils to secure and extend their understanding beyond the classroom: Non-fiction: crime and punishment KS4 Y10 English Lesson Resources Oak National Academy Non-fiction: letter writing KS4 Y10 English Lesson Resources Oak National Academy

			Anecdote – A brief story about something interesting or amusing in a person's life. Antithesis – An exact opposite. Argument – The reasons provided for or against a matter under discussion. Article – A piece of writing that forms an independent part of a publication. Benefit – A helpful or positive effect of something. Colloquialism – Language used in ordinary or familiar conversation. Connotation – An idea or feeling associated with a word beyond its literal meaning. Convergence – The act of moving towards agreement, union or uniformity. Counter-argument – An argument presented in opposition to	communicate perspectives. Students will develop their ability to analyse, evaluate and compare non-fiction texts through increasingly sophisticated written responses. They will learn how writers use rhetorical devices, tone, imagery and structure to achieve particular effects, and how these methods can be compared across texts. Alongside reading skills, students will develop their own transactional writing, crafting articles, speeches, letters and other non-fiction texts that demonstrate clear organisation, purposeful language choices and accurate technical control. Students will also develop effective examination strategies and an understanding of the assessment objectives required for success in GCSE English Language Paper 2.	10. How can I successfully compare writers' viewpoints and perspectives for Question 4? 11. How can I successfully compare writers' viewpoints and perspectives for Question 4? 12. How can I successfully compare writers' viewpoints and perspectives for Question 4?	Section B Students develop the ability to communicate clearly, effectively and persuasively for a range of audiences and purposes. Through crafting transactional writing such as articles, letters and speeches, students learn how to select appropriate language, structure arguments, adapt tone and employ rhetorical techniques to achieve their intended outcomes. These skills support success in GCSE English Language whilst also preparing students for further study, employment and everyday situations that require confident and purposeful communication.	3 Prepares students for success in GCSE English Language Paper 2 by developing the ability to synthesise information, compare perspectives, analyse writers' methods and evaluate viewpoints across multiple texts. It also strengthens critical reading, communication and argument-building skills that support success across GCSE subjects, further study and future employment.	Non-fiction: changing views KS4 Y10 English Lesson Resources Oak National Academy
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another idea or viewpoint.

Dialysis – Presenting alternatives or either/or arguments that lead to a conclusion.

Direct Address – When a speaker or writer talks directly to an individual or group.

Divergence – A situation in which ideas or viewpoints become increasingly different.

Emotive Language – Language chosen to evoke an emotional response from the reader.

Epiphora – The repetition of a word or phrase at the end of successive clauses or sentences.

Ethos – A persuasive appeal based on trust and credibility.

Evaluate – To make a judgement on how successfully a

		writer has created meaning using evidence from the text. Euphemism – A word or phrase used to avoid saying something that might sound offensive or unpleasant. Explicit – Ideas directly stated by the writer, leaving no doubt about their meaning. Facts – Information that can be proven to be true. Humour – Something amusing within a text. Hypophora – When a writer or speaker raises a question and immediately answers it. Hyperbole – An exaggerated statement not intended to be taken literally. Imagery – Descriptive or figurative language that creates vivid pictures in the reader's mind. Implicit – Ideas suggested by					
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the writer rather than directly stated.

Irony –

Expressing meaning by using language that signifies the opposite.

Juxtaposition –

Two contrasting ideas placed close together for effect.

Letter – A

written communication addressed to a person or organisation.

Logos – A

persuasive appeal to logic and reason.

Metaphor – A

direct comparison between two things.

Motif – A

dominant or recurring theme, image or idea.

Onomatopoeia

– Words that imitate the sounds they describe.

Opinion – A

personal view or judgement not necessarily based on fact.

Oxymoron – A combination of contradictory words.

		Pathos – A persuasive appeal based on emotion. Perspectives – A particular attitude towards something based on a person's position or experience. Personification – Giving human qualities to non-human things. Pronoun – A word used to replace a noun. Repetition – The deliberate reuse of words, phrases or ideas. Rhetorical Question – A question asked for effect rather than an answer. Simile – Comparing two things using "like" or "as". Speech – A formal address delivered to an audience. Statistics – Numerical facts used to support an argument. Synthesise – To combine information from different sources. Tone – The mood, feeling					
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			or attitude expressed by a writer. Transactional Writing – Non-fiction writing intended to communicate information, ideas or viewpoints. Tricolon – A series of three parallel words, phrases or clauses. Viewpoints – A person's opinion or point of view.					
	Section B	How can writers use language and structure to communicate ideas, influence audiences and inspire change?	Audience – The person or group for whom a text is intended. Article – A piece of writing published in a newspaper, magazine or online publication. Argument – A collection of reasons and evidence used to persuade someone of a particular viewpoint. Article Structure – The way an article is organised to engage and inform its audience. Bias – A one-sided viewpoint that favours a	Students will understand how writers communicate viewpoints and perspectives through a range of transactional texts, including letters, articles, speeches, leaflets and essays. They will explore how purpose, audience and form influence the choices writers make and how texts are structured to achieve specific outcomes. Students will develop knowledge of the conventions associated with different text types and learn how writers use	1. What can I understand about the purpose and structure of English Language Paper 2 Section B? 2. How can I explore and apply the conventions of a letter? 3. How can I explore and apply the conventions of an article? 4. How can I explore and apply the conventions of a speech? 5. How can I explore and apply the conventions of a leaflet? 6. How can I explore and apply the conventions of an essay? 7. How can I revise and apply my knowledge of text	Section A Understanding how writers communicate viewpoints helps students to become critical and informed readers. In an increasingly digital world, students encounter a wide range of articles, speeches, letters and online texts that seek to inform, persuade or influence. By recognising how language, structure and evidence are used to shape opinions, students become better equipped to evaluate information, identify bias and engage thoughtfully with different perspectives.	Builds on students' prior study of persuasive, transactional and non-fiction writing throughout KS3, including speeches, articles, letters and viewpoint writing. Students also draw upon their learning from GCSE English Language Paper 1, applying skills of planning, organisation, vocabulary selection, crafting tone and structuring writing for effect. The	The following platforms support independent practice, retrieval, and disciplinary literacy, enabling pupils to secure and extend their understanding beyond the classroom: https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr https://senecallearning.com/en-GB/ https://www.savemyexams.com/gcse/english

			particular perspective. Counterargument – An opposing viewpoint that is acknowledged and responded to within an argument. Emotive Language – Words and phrases chosen to provoke an emotional response from the audience. Essay – A structured piece of writing that presents and develops an argument or viewpoint. Evidence – Facts, examples, statistics or expert opinions used to support an argument. Fact – Information that can be proven to be true. Leaflet – An informative or persuasive text designed to provide information and influence readers. Opinion – A personal belief, judgement or viewpoint.	rhetoical and persuasive techniques, including emotive language, repetition, statistics, facts, opinions and rhetorical questions, to influence their audience. They will examine how tone, register and organisation contribute to the effectiveness of a text. Students will learn how to plan, structure and craft their own transactional writing, selecting language and structural features appropriate to purpose and audience. They will develop the ability to communicate clear viewpoints, construct sustained arguments and write with increasing precision, coherence and technical accuracy in preparation for GCSE English Language Paper 2 Section B.	types and writing purposes? 8. How can I produce a coherent and technically accurate persuasive text under exam conditions?	Section B Effective communication is an essential life skill. This unit develops students' ability to express their own viewpoints clearly and persuasively while adapting their writing to different audiences and purposes. Through studying and producing a range of transactional texts, students strengthen their skills in argument, organisation, tone and technical accuracy. These skills support success in GCSE English Language and are valuable in further education, employment and everyday communication.	analytical study of writers' viewpoints and methods in Paper 2 Section A further supports students in recognising and using effective persuasive techniques. 2 3 Prepares students for success in GCSE English Language Paper 2 by developing their ability to communicate clearly, adapt writing to different audiences and purposes, and craft sustained arguments using a range of rhetorical and persuasive devices. Students continue to strengthen their control of structure, tone, organisation and technical accuracy, whilst developing communication skills that are	language/aaaL https://www.youtube.com/@mrbruff https://www.youtube.com/@MrEverythingEnglish https://learningbro.com/practice/gcse/english-
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			Purpose – The reason why a text has been written. Register – The level of formality used in speech or writing. Repetition – Deliberately repeating words or phrases to emphasise an idea. Rhetorical Question – A question asked for effect rather than to obtain an answer. Speech – A spoken presentation intended to inform, persuade or entertain an audience. Statistics – Numerical information used as evidence to support a point. Tone – The attitude or feeling conveyed by a writer towards a subject or audience. Transactional Writing – Writing created to communicate information,			valuable in further education, employment and everyday life.	
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			ideas, opinions or requests to a particular audience. Viewpoint – A person's attitude, opinion or position on an issue.					
Spring	A Christmas Carol	How does Shakespeare use the story of Macbeth to explore ambition, power, morality and the consequences of disrupting the natural order?	Abundance – A very large quantity of something. Adversity – Difficult or unpleasant conditions; hardship or misfortune. Antithesis – A person or thing that is the direct opposite of someone or something else. Attitude – A settled way of thinking or feeling about something, typically reflected in a person's behaviour. Avarice – Extreme greed for wealth or material gain. Awakening – A moment of becoming aware or conscious of something important. Belief – An acceptance	Students will understand how Dickens uses characterisation, symbolism, setting and structure to communicate ideas about redemption, poverty, social responsibility and human connection. They will explore how Dickens presents the transformation of Scrooge and how key characters, including Fred, the Cratchits, Tiny Tim, Marley and the Spirits, contribute to the novella's moral message. Students will develop knowledge of Victorian society, including attitudes towards poverty, charity, social class, education, religion and the Poor Law. They will understand how Dickens'	1. What can I understand about the key characters and plot of Macbeth? 2. What can I understand about the conventions of tragedy? 3. What can I understand about the differences between Greek and Shakespearean tragedy? 4. What can I understand about the relationship between Macbeth and Jacobean contexts? 5. What can I understand about the consequences of disrupting the natural order? 6. What can I continue to understand about the consequences of disrupting the natural order? 7. How far is Macbeth influenced by the supernatural? 8. How far is Macbeth influenced by the supernatural? 9. What can I understand about the	Studying <i>A Christmas Carol</i> provides students with a meaningful opportunity to engage with enduring themes such as social inequality, personal responsibility, and moral transformation. Through the character of Scrooge and his journey from isolation to empathy, Dickens presents a powerful critique of Victorian attitudes towards poverty and wealth, many of which still resonate in contemporary society. The text enables students to develop critical reading skills by analysing characterisation, narrative structure, and Dickens' use of language and symbolism. These analytical skills are transferable and support students in becoming more	In Year 7, we were introduced to Victorian language and context. In Year 8, we are introduced to the genre of gothic literature. In Year 9, we furthered our understanding of GCSE style literature through a study of the dystopian fiction genre.	The following platforms support independent practice, retrieval, and disciplinary literacy, enabling pupils to secure and extend their understanding beyond the classroom: Mr Bruff Videos on You Tube for Homelearning: Charles Dickens' 'A Christmas Carol': Top Set Analysis

			that something exists or is true, especially without proof. Benevolent – Well-meaning and charitable. Conflicted – To have opposing feelings, ideas, or beliefs about something, making it difficult to decide what to do or believe. Congenial – Pleasant and suited to one's nature; friendly and agreeable. Degradation – The process of being brought to a lower state or condition. Ephemeral – Lasting for a very short time. Epiphany – A sudden and important realisation or insight. Euphoria – Intense feeling of happiness and excitement. Foil – A character who contrasts with another character (usually the protagonist) to highlight particular	experiences as a social reformer influenced his criticism of social inequality and his call for greater compassion and responsibility towards others. Students will learn how Dickens uses language, imagery, symbolism and contrasting characters to encourage readers to reflect on morality, generosity and redemption. They will develop the ability to construct analytical responses that explore writer's methods, contextual influences and the impact of Dickens' ideas on both Victorian and modern audiences.	consequences of engaging with the supernatural? 10. What can I understand about Macbeth as a tragic hero? 11. What can I continue to understand about Macbeth as a tragic hero? 12. To what extent is Macbeth presented as a Machiavellian leader? 13. What can I understand about Shakespeare's presentation of Duncan as king? 14. What can I understand about Shakespeare's presentation of Malcolm as a leader? 15. What can I understand about Shakespeare's introduction of Lady Macbeth? 16. What can I understand about the Macbeths' relationship? 17. What can I continue to understand about the Macbeths' relationship? 18. What can I understand about Lady Macbeth's downfall?	discerning readers, capable of interpreting complex ideas and perspectives across a range of texts and contexts. Engaging with a 19th-century novel also deepens students' understanding of historical and cultural context. It encourages them to consider how literature reflects and challenges the values of its time, while also fostering empathy and a broader awareness of social justice. Furthermore, the study of <i>A Christmas Carol</i> supports the development of written communication. Through structured analysis and evidence-based interpretation, students learn to express their ideas clearly and effectively—an essential skill for academic success and future pathways.	
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			qualities of the other character. Foreboding – A feeling that something bad will happen. Generous – Willing to give more of something, especially money or time, than is strictly necessary or expected; showing kindness and a readiness to help others. Idolatry – Worship of idols; excessive devotion to something. Ignorance – Lack of knowledge, understanding or education. Impoverished – Extremely poor; lacking money or resources. Inclusivity – The practice of including all people. Industrial Revolution – A period of major industrialisation during the late eighteenth and nineteenth centuries that transformed economies from					
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			agriculture-based to machine-based manufacturing. Innocence – The state of being free from guilt, sin, or moral wrong; purity of mind or action. Isolation – The state of being separated from others; loneliness. Joviality – Cheerfulness and friendliness. Magnanimous – Generous or forgiving, especially towards a rival or someone less powerful. Melancholy – A deep, reflective sadness. Miser – A person who hoards wealth and spends as little money as possible. Ominous – Giving the impression that something bad is going to happen. Penance – Punishment or suffering accepted as a sign of repentance for wrongdoing.					
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			Philanthropic – Showing a desire to promote the welfare of others, especially by donating money or resources to good causes; generous and charitable. Rapacity – Aggressive greed or grasping for wealth or possessions. Redemptive – Acting to save someone from error or evil; leading to improvement or renewal. Reform – A change made to improve a system, law, or institution, especially in politics or society. Revelation – A surprising and previously unknown fact, especially one that is made known in a dramatic way; a moment of insight that leads to transformation. Social Reformer – A person who					
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			works to improve society by challenging injustice and advocating for change, especially in areas like poverty, education and workers' rights. Supernatural – Existing or occurring beyond the laws of nature; attributed to forces beyond scientific understanding or the natural world. Symbolism – The use of symbols to represent ideas or qualities. In literature, it refers to when an object, character or event stands for something beyond its literal meaning, often conveying deeper themes or emotions. Trepidation – A feeling of fear, anxiety or dread about something that is about to happen. Want – A state of extreme poverty or lack					
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			of basic necessities.					
	Revision							
Summer	Revision							