Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

Learning Intention	Vocabulary	Concept	Retrieval	Success Criteria	Hinge Question	Red Zone
Lesson 1: To explore Rosabel and To analyse how language reveals meaning and emotion (Q2).	imagery, connotation, tone	Analysis & Interpretation (language, symbolism, characterisation)	My Last Duchess	• I can select language that reveals meaning or emotion in Rosabel. • I can analyse how the writer's choices create effect. • I can explain how language shapes reader interpretation.	Which response would best meet the requirements of Question 1? A. Selecting four relevant details from the specified lines of the extract. B. Explaining how the writer creates tension through their choice of language. C. Selecting four quotations from anywhere in the extract. D. Explaining what the character might be thinking and feeling.	Q2 – How does the writer use language to describe Rosabel's bus journey home?
Lesson 2: To explore Rosabel and To explore how structure helps to create tension. (Q3).	structure, shift, contrast	Analysis & Interpretation (motifs, structure, perspective)	AIC quote zoom in	• I can identify shifts or contrasts in Rosabel. • I can explain how the writer structures	Which response would demonstrate the strongest understanding of Question 3? A. Identifying as many language techniques as	Q3 – How has the writer structured the text to create tension?

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				the text for impact. • I can evaluate how structure maintains reader interest.	possible and naming them accurately. B. Explaining what happens in the extract and how the character responds. C. Selecting relevant language, exploring individual word choices and explaining how the writer shapes the reader's response. D. Identifying the writer's use of short sentences and explaining that they make the writing interesting.	
Lesson 3 To know the context and Shakespear e's authorial intent.	Jacobean Patriarchy Divine Right Regicide	2 – Analysis and Interpretatio n: Context, Themes/Mot ifs. 5 – Authors' Choices: Authorial	ACC Quote Zoom in	Identify key features of Jacobean society, including patriarchy, superstitio n and belief in	Why would murder be so particularly shocking to a Jacobean audience? A. Because kings were expected to lead armies	Create a short explanati on of the political and religious context in which Shakespe

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

	Superstition Tragedy	Intent, Genre.		the Divine Right of Kings. Explain why regicide was considered a serious religious and political transgression. Explain how Shakespeare's historical context influences his presentation of power and ambition. Use contextual vocabulary to explain Shakespeare's	personally and Duncan had failed to do so. B. Because murdering a king challenged the Divine Right of Kings and disrupted God's ordained hierarchy. C. Because the audience believed that all political power should be inherited by the eldest son. D. Because regicide was considered acceptable when a king was unpopular with his subjects.	are was writing Macbeth

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				authorial intent.		
Lesson 4 To understand the characterisation of the witches in the opening scene. A1,Sc1	Supernatural Malevolent Prophecy Paradox Equivocation	2 – Analysis and Interpretation: Characterisation, Symbolism, Themes/Motifs. 5 – Authors' Choices: Authorial Intent, Genre.	AIC Symbols	Identify how Shakespeare introduces the supernatural through the witches. Explain how the witches are presented as malevolent and threatening. Analyse the paradox "Fair is foul, and foul is fair". Explain how prophecy	What is the significance of the witches' statement, "Fair is foul, and foul is fair"? A. It suggests that the witches are unable to distinguish between good and evil. B. It establishes that the witches intend to make Macbeth appear morally superior to Duncan. C. It introduces the idea that appearances can be deceptive and that moral boundaries will become increasingly blurred.	How does Shakespeare present the Witches in the opening scene?

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				and equivocation establish uncertainty and foreshadow later events.	D. It suggests that the witches believe good and evil are equally valuable forces.	
Lesson 5 To explore Rosabel and To evaluate how the writer presents ideas and viewpoints (Q4).	evaluation, interpretation	Critical Thinking (evaluation, perspective)	ACC symbols	• I can identify the writer's viewpoint in Rosabel. • I can use evidence to support my interpretation. • I can evaluate how effectively ideas are presented.	Which statement best describes what a successful response to Question 4 requires? A. Identifying whether you agree with the statement and selecting quotations that support your opinion. B. Explaining the plot in detail and demonstrating knowledge of the whole extract. C. Identifying language and	Q4 – "Rosabel has a right to be angry". To what extent do you agree?

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

					structural techniques without necessarily considering the statement. D. Making a clear evaluative judgement about the statement, supporting it with evidence and analysing how the writer creates the effects being discussed.	
Lesson 6 To explore Rosabel and To plan and write a creative or descriptive piece (Q5).	imagery, perspective, tone	Communication (rhetoric, creativity, technical accuracy)	Shakespeare authorial intent.	• I can plan a creative or descriptive piece linked to Rosabel. • I can use language devices to convey emotion and imagery. • I can write a response that fits the	Which approach would best demonstrate an effective response to Question 5? A. Using ambitious vocabulary and a wide range of figurative techniques, regardless of whether they suit the narrative.	Q5 – Write the opening to a description or narrative inspired by this extract.

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				exam focus.	B. Establishing a clear idea, controlling description and narrative structure, varying sentence forms and maintaining accurate technical control. C. Writing as much as possible, including several unrelated events to demonstrate creativity. D. Beginning with an exciting opening and then prioritising plot development over accuracy and organisation.	
Lesson 7 To know the protagonist Macbeth A1,Sc2-3	Protagonist Valour Ambition	1 – Comprehension and Inference: Inference, Perspective. 2 – Analysis	Jacobean era	Explain how Macbeth is established as the protagonist through	How does Shakespeare initially establish Macbeth's character before his first appearance?	How does Shakespeare are present Macbeth ?

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

	Treachery Foreshadowing	and Interpretation: Characterisation, Themes/Motifs. 5 – Authors' Choices: Narratology, Authorial Intent.		his valour and reputation. Identify the contrast between Macbeth's initial loyalty and his developing ambition. Analyse how the witches' prophecy foreshadows Macbeth's potential treachery. Explain how Shakespeare begins to establish Macbeth's tragic trajectory.	A. Through reports of his valour and loyalty, establishing him as a respected warrior. B. Through his ambition and desire to overthrow Duncan, establishing him as a natural traitor. C. Through his relationship with Lady Macbeth, establishing him as a submissive husband. D. Through his association with the witches, establishing him as a supernatural villain.	

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

Lesson 8 To comment on Lady Macbeth's character. A1,Sc 4-5	Manipulation Ruthless Subvert Masculinity Invocation	1 – Comprehension and Inference: Perspective. 2 – Analysis and Interpretation: Characterisation, Themes/Motifs. 5 – Authors' Choices: Authorial Intent.	London, Blake.	Identify how Lady Macbeth is initially characterised as ruthless and ambitious. Analyse how she uses manipulation to influence Macbeth. Explain how Lady Macbeth attempts to subvert traditional expectations of femininity and masculinity. Explore the significance of her invocation of	What does Lady Macbeth's invocation of supernatural forces reveal about her character? A. She is frightened that Macbeth will become too powerful and abandon her. B. She believes that supernatural forces should determine who becomes king. C. She wants to remove her ambition because she recognises it as morally wrong. D. She believes she must reject conventional femininity to acquire the ruthlessness she associates with power.	How does Shakespeare present Lady Macbeth?

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				supernatural forces.		
Lesson 9: To explore A Sound of Thunder and To analyse how language reveals meaning and emotion (Q2).	imagery, connotation, tone	Analysis & Interpretation (language, symbolism, characterisation)	Exposure, Owen	• I can select language that reveals meaning or emotion in A Sound of Thunder. • I can analyse how the writer's choices create effect. • I can explain how language shapes reader interpretation.	Which word or phrase best conveys the writer's intended effect or emotion?	Q2 – How does the writer use language to describe the T-Rex?
Lesson 10: To explore A Sound of Thunder and To explore how structure engages the reader (Q3).	structure, shift, contrast	Analysis & Interpretation (motifs, structure, perspective)	Kamikaze, Garland.	• I can identify shifts or contrasts in A Sound of Thunder. • I can explain how the writer	How does the writer organise ideas to guide the reader through the extract?	Q3 – How has the writer structured the text to create tension?

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				structures the text for impact. • I can evaluate how structure maintains reader interest.		
Lesson 11 To explore manipulation. A1, Sc6-7	Coercion Machiavellian Conscience Integrity Transgression	1 – Comprehension and Inference: Inference, Perspective. 2 – Analysis and Interpretation: Characterisation, Themes/Motifs. 4 – Critical Thinking: Critical Thinking. 5 – Authors' Choices: Authorial Intent.	Macbeth characterisation	Identify the different methods of persuasion and coercion used by Lady Macbeth. Analyse Macbeth's internal conflict between ambition and conscience. Explain how Macbeth's integrity is challenge	How does Lady Macbeth most effectively manipulate Macbeth in Act 1, Scene 7? A. She threatens to reveal his intentions to Duncan if he refuses to act. B. She questions his masculinity and courage, presenting murder as proof of his commitment. C. She persuades him that Duncan has already discovered the prophecy.	How does Shakespeare present manipulation in Act 1?

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				d by the prospect of murdering Duncan. Evaluate whether Macbeth's decision represents a conscious moral transgression.	D. She convinces him that the witches have guaranteed his success regardless of his actions.	
Lesson 12 To analyse the regicide. A2, Sc1-2	Sacrilege Hallucination Omens Guilt Disorder	1 – Comprehension and Inference: Comprehension, Inference. 2 – Analysis and Interpretation: Symbolism, Themes/Motifs, Context. 5 – Authors' Choices: Authorial Intent.	Macbeth themes	Explain why Duncan's murder represents sacrilege within Jacobean society. Analyse Macbeth's hallucination of the dagger and its significance.	What is the wider significance of the unnatural events following Duncan's murder? A. They demonstrate that the witches have gained complete control over Scotland. B. They suggest that Macbeth's actions have	Explain the significance of the act committed and why it represents sacrilege.

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				Identify the omens and unnatural events surrounding the murder. Explore how Shakespeare uses guilt and disorder to demonstrate the consequences of regicide.	strengthened the country's political stability. C. They reflect the disruption of the natural and divinely ordained order caused by regicide. D. They indicate that Duncan was not a legitimate king.	
Lesson 13: To explore A Sound of Thunder and To evaluate how the writer presents ideas and viewpoints (Q4).	evaluation, interpretation	Critical Thinking (evaluation, perspective)	Stave 2 ACC	• I can identify the writer's viewpoint in A Sound of Thunder. • I can use evidence to support my interpretation. • I can evaluate how effectively	Which response would best demonstrate an understanding of how a writer uses structure to engage the reader? A. Identifying several language techniques and explaining the connotations of	Q4 – "Eckels has a right to feel panicked." To what extent do you agree?

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				ideas are presented.	individual words. B. Explaining how the writer organises the text, exploring shifts in focus, changes in perspective and the way information is revealed to the reader. C. Selecting quotations from across the extract and explaining what they reveal about the characters. D. Describing the events in the order they happen and explaining why the ending is effective.	
Lesson 14 To explore A Sound of Thunder and To plan and write a	imagery, perspective, tone	Communication (rhetoric, creativity, technical accuracy)	Jacob Marley	• I can plan a creative or descriptive piece linked to A	What structural feature can help to provide you with AO5 marks? A) Adjectives	Q5 – Write the opening to a description or

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

creative or descriptive piece (Q5).				Sound of Thunder. • I can use language devices to convey emotion and imagery. • I can write a response that fits the exam focus.	B) Onomatopoeia C) Pro and Analepsis D) Using as few full-stops as you can.	narrative inspired by this extract.
Lesson 15 To comment on the aftermath of the peripeteia. A2,Sc3 – A3,Sc1	Peripeteia Dramatic irony Legitimacy Usurpation Paranoia	1 – Comprehension and Inference: Inference. 2 – Analysis and Interpretation: Characterisation, Symbolism, Themes/Motifs. 5 – Authors' Choices: Narratology, Authorial Intent.	Punctuation	Explain how Duncan's murder represents a peripeteia in the play. Identify examples of dramatic irony following the regicide. Explain how Macbeth's usurpation	Why can Duncan's murder be considered the peripeteia of the tragedy? A. It marks a decisive turning point after which Macbeth's fortunes begin to deteriorate. B. It represents the moment Macbeth finally achieves the ambition predicted by the witches.	Write an analytical response exploring how Shakespeare presents the aftermath of the events in Act 2 and the beginning of Act 3.

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				challenges the legitimacy of his kingship. Analyse how Shakespeare presents Macbeth's growing paranoia following his accession to power.	C. It marks the point at which the audience discovers that Macbeth has been manipulated by Banquo. D. It signals the end of Macbeth's internal conflict and his acceptance of legitimate kingship.	
Lesson 16 To explore the murder of Banquo A3,Sc1-Sc3	Assassination Conspiracy Dynasty Lineage Insecurity	1 – Comprehension and Inference: Comprehension, Inference. 2 – Analysis and Interpretation: Characterisation, Themes/Motifs. 4 – Critical Thinking:	Regicide and Manipulation	Explain why Macbeth organises Banquo's assassination. Analyse how Macbeth's conspiracy demonstrates his growing insecurity.	Why does Macbeth arrange Banquo's assassination? A. Banquo has openly challenged Macbeth's authority and attempted to seize the throne. B. Macbeth believes Banquo has betrayed him by revealing	How far does Shakespeare present Macbeth as fearful, in this scene?

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

		Critical Thinking. 5 – Authors' Choices: Narratology.		Explain the significance of Banquo's lineage and the witches' predictions concerning his dynasty. Evaluate how Macbeth's actions reveal his increasing dependence on violence to maintain power.	the witches' prophecies to Duncan. C. Macbeth fears that Banquo will expose his involvement in Duncan's murder. D. Macbeth fears Banquo's lineage will fulfil the prophecy that his descendants will become kings.	
Lesson 17 To write a summary of two sources.	Summarise Synthesise	Comprehension and Inference. Critical thinking.	Ethos	Identify relevant information from both sources. Select concise and appropriat	Which response would best demonstrate an effective answer to Question 2? A. Identifying similarities between the sources, without using supporting evidence.	Write a summary regarding source A and B.

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				e supporting evidence. Make clear inferences from the information presented. Explain meaningful similarities and differences between the sources. Avoid simply retelling the content of each source.	B. Analysing the writers' language choices and explaining their effects on the reader. C. Selecting relevant evidence from both sources and using it to explain the differences or similarities in what the sources reveal. D. Retelling the information from each source separately, without making comparisons.	
Lesson 18 To analyse how language is used to present a concept.	Evaluation	Critical thinking	Pathos	Select relevant quotations that demonstrate the writer's language choices.	Which response would best demonstrate an effective answer to Question 4? A. Identifying the main similarities and differences	Compare the writers' viewpoint.

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				Identify specific words, phrases and language methods. Zoom in on individual words and explore their connotations. Explain how language choices shape the reader's understanding or response. Develop interpretations rather than simply identifying techniques.	between the sources, without discussing how the writers communicate them. B. Analysing the language choices in one source in considerable detail. C. Explaining what each writer thinks about the subject, using quotations but without exploring their methods. D. Comparing the writers' perspectives, attitudes and ideas, exploring how their language choices and methods communicate these viewpoints.	

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

Lesson 19 To comment on how guilt is presented during the climax A3,Sc4	Remorse Spectral Psychological deterioration Isolation Symbolism	1 – Comprehension and Inference: Perspective, Inference. 2 – Analysis and Interpretation: Characterisation, Symbolism, Themes/Motifs. 5 – Authors' Choices: Authorial Intent, Narratology.	Logos	Identify how Macbeth demonstrates remorse and psychological deterioration. Analyse the significance of Banquo's spectral appearance. Explain how Shakespeare uses symbolism to communicate Macbeth's guilt. Explore how Macbeth's behaviour contribute	What is the significance of Banquo's ghost appearing at the banquet? A. It confirms that Banquo's descendants will never inherit the throne. B. It exposes Macbeth's psychological deterioration and the guilt he cannot successfully conceal. C. It demonstrates that Lady Macbeth has become more powerful than the supernatural forces. D. It suggests that Macbeth has begun to regret becoming king because of the	How does Shakespeare present guilt in the climax of the play?

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				s to his increasing isolation.	responsibilities involved.	
Lesson 20 To scrutinise the involvement of Hecate and the witches. A3, Sc5 – A4, Sc1	Hecate Hubris Apparition Deception False security	1 – Comprehension and Inference: Inference. 2 – Analysis and Interpretation: Symbolism, Themes/Motifs, Context. 5 – Authors' Choices: Authorial Intent, Genre.	TIPTOP paragraph	Explain Hecate's role in the supernatural manipulation of Macbeth. Identify how the apparitions use deception to mislead Macbeth. Analyse how the prophecies encourage Macbeth's hubris. Explain how the witches create a false sense of security	How do the apparitions contribute to Macbeth's downfall? A. They reveal the witches' intention to help Malcolm reclaim the throne. B. They provide Macbeth with accurate predictions but encourage him to ignore their warnings. C. They use equivocation to create false security, encouraging Macbeth's hubris. D. They persuade Macbeth that Banquo's	Write an explanation of how Shakespeare presents the witches and the supernatural in the scenes studied.

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				that contributes to Macbeth's downfall.	descendants will never become kings.	
Lesson 21 To persuade and convince an audience.	Authority Ethos Pathos Logos	Communication	Bob Cratchit	Establish a clear and consistent viewpoint. Develop arguments using relevant examples, explanations and reasoning. Organise ideas into coherent paragraphs with a deliberate structure. Use a range of	Which approach would best demonstrate an effective response to Question 5? A. Using as many ambitious words and persuasive techniques as possible, regardless of their relevance. B. Presenting a clear viewpoint, supporting it with developed arguments, organising ideas effectively and maintaining accurate technical control. Correct C. Including a range of	'Holidays don't need to be faraway and expensive. They just need to give people a break from everyday life and the chance to relax.' Write an article for a magazine in which you argue your point of view on this

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				persuasive and rhetorical methods appropriately. Vary sentence structures to control pace, emphasis and tone. Use ambitious vocabulary accurately and purposefully. Maintain accurate spelling, punctuation and grammar.	arguments but avoiding a clear personal position to demonstrate balance. D. Prioritising persuasive devices and emotional language over paragraph structure, sentence control and accuracy.	statement.

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

Lesson 22 To summarise and synthesise from two sources.		Comprehension and inference Critical Thinking	Lady Macbeth	Identify relevant information from both sources. Select concise and appropriate supporting evidence. Make clear inferences from the information presented. Explain meaningful similarities and differences between the sources. Avoid simply retelling the content of	Do they work in similar places? A) Yes B) No C) Somewhat	Use details from both sources to write a summary of what you understand about the different places in which the doctor and the nurse are working.

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				each source.		
Lesson 23 To explore tyranny and oppressive rule. A4, Sc1-Sc3	Tyranny Despotism Oppression Rebellion Providence	1 – Comprehension and Inference: Inference, Perspective. 2 – Analysis and Interpretation: Characterisation, Themes/Motifs, Context. 4 – Critical Thinking: Critical Thinking. 5 – Authors' Choices: Authorial Intent.	Eva Smith/Daisy Renton	Explain how Macbeth's rule develops into tyranny and despotism. Analyse how Shakespeare presents the oppression experienced by the Scottish people. Explain how rebellion emerges as a response to Macbeth's rule.	How does Shakespeare present Macbeth's rule as tyrannical in Act 4? A. Macbeth maintains authority by encouraging loyalty and rewarding those who support him. B. Macbeth becomes increasingly isolated because the Scottish nobility disagree with his military decisions. C. Macbeth uses fear and violence to maintain power, causing suffering and encouraging rebellion.	Write a short report from the perspective of a Scottish citizen living under the current regime.

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				Explore the significance of providence and the possibility of restoring Scotland's natural order.	D. Macbeth struggles to govern because he lacks the support of the supernatural world.	
Lesson 24 To analyse grief and consequences of tyranny (Lady Macduff). Re-read A4, Sc2 and 3.	Sorrow Vulnerability Persecution Infanticide Brutality	1 – Comprehension and Inference: Comprehension, Perspective. 2 – Analysis and Interpretation: Characterisation, Themes/Motifs. 4 – Critical Thinking: Evaluation. 5 – Authors' Choices: Authorial Intent.	Mrs. Birling	Explain how Shakespeare presents Lady Macduff's grief and vulnerability. Analyse how Macbeth's persecution of his opponents extends to innocent people. Explore the	Why is the murder of Lady Macduff and her children significant to Shakespeare's presentation of tyranny? A. It demonstrates that Macbeth's violence has extended beyond political opponents to innocent and vulnerable people. B. It suggests that Lady Macduff's	Write an analytical response explaining how Shakespeare presents Lady Macduff and her family.

Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lang / Lit Autumn Half Term 2 Year 11 (New)

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

				brutality of the attack on Macduff's family and its dramatic significance. Explain how Shakespeare uses the suffering of innocent characters to expose the consequences of tyranny.	disloyalty is responsible for the collapse of Macbeth's authority. C. It demonstrates that Macbeth is primarily motivated by revenge against Macduff rather than the desire to maintain power. D. It suggests that violence is an unavoidable consequence of Scotland's struggle for independence.	