

Year 11 English Literature.

An Inspector Calls/Power and Conflict Poetry

What previous knowledge is required?

Students should already be able to:

- Read, understand and respond to literary texts using appropriate subject terminology.
- Identify and analyse language, form and structural methods.
- Select relevant textual evidence to support interpretations.
- Construct analytical paragraphs using a clear line of argument.
- Explain the effects of writers' methods on the reader.
- Understand how context influences writers' ideas and audience responses.
- Compare texts by exploring similarities and differences in themes and methods.
- Recall key quotations and themes from previously studied texts.
- Apply accurate spelling, punctuation and grammar in extended responses.

How will this term's content help with future learning?

This unit develops students' understanding of modern drama and poetry while strengthening the analytical skills required across English Literature.

Students will:

- Develop detailed knowledge of *An Inspector Calls*, including its characters, themes, structure and dramatic methods.
- Explore how Priestley uses drama to communicate social and political messages.
- Study a range of poems from the Power and Conflict anthology, developing confidence in analysing language, form and structure.
- Build the ability to compare poems through themes, methods and ideas.
- Refine analytical writing using relevant quotations and precise literary terminology.
- Strengthen contextual understanding and confidently integrate it into written responses.
- Develop retrieval strategies for quotations, themes and contextual knowledge in preparation for GCSE examinations.

The skills developed also support English Language by improving analytical reading, evaluation and written communication.

Common Misconceptions

An Inspector Calls

- Retell the plot rather than analyse Priestley's methods.
- Describe characters instead of exploring how they develop throughout the play.
- Include context as separate information rather than linking it to analysis.
- Confuse Priestley's views with those of individual characters.
- Forget to analyse dramatic methods such as stage directions, entrances, exits and dramatic irony.
- Use quotations without explaining their significance.

Power and Conflict Poetry

- Identify poetic techniques without analysing their effects.
- Compare poems by writing about each separately rather than making integrated comparisons.
- Focus only on themes instead of analysing methods.
- Confuse poetic form with structure.
- Rely on memorised comparisons rather than adapting to the question.
- Struggle to select the most relevant quotations under timed conditions.

Teaching throughout the unit explicitly addresses these misconceptions through modelling, comparative planning, retrieval practice, whole-class feedback and regular exam-style questioning.

National Curriculum / Specification

This unit directly addresses the assessment objectives for AQA English Literature.

AO1

- Maintain a critical style and develop an informed personal response.
- Use relevant textual references and quotations to support interpretations.

AO2

- Analyse how writers use language, form and structure to create meanings and effects.
- Use subject terminology accurately.

AO3

- Demonstrate understanding of the relationships between texts and the contexts in which they were written and received.

AO4

- Use accurate spelling, punctuation and grammar.

This unit enables students to:

- Read critically and re-read literary texts from different genres.
- Analyse how writers present ideas through language, form and structure.
- Understand how literature reflects historical, social and cultural contexts.
- Compare literary texts and evaluate different interpretations.
- Develop confident spoken and written responses using textual evidence.
- Write accurately and coherently using appropriate literary vocabulary.

Jekyll and Hyde/ Romeo and Juliet.

What previous knowledge is required?

Students should already be able to:

- Read, understand and respond to literary texts using appropriate literary terminology.
- Construct analytical paragraphs using a clear argument supported by relevant quotations.
- Analyse how writers use language, form and structure to shape meaning and influence the audience.
- Explain the effects of writers' methods and make supported interpretations.
- Understand the importance of historical, social and cultural context in shaping literary texts.

- Recall key themes, characters and quotations from earlier study in Year 10.
- Compare ideas across texts and evaluate writers' intentions.
- Apply accurate spelling, punctuation and grammar in extended literary responses.

How will this term's content help with future learning?

This unit consolidates students' understanding of Shakespearean drama and the nineteenth-century novel while preparing them for the GCSE English Literature examination.

Students will:

- Develop a secure understanding of the characters, themes and plot of *Romeo and Juliet* and *The Strange Case of Dr Jekyll and Mr Hyde*.
- Refine their analysis of language, form and structure using increasingly precise literary terminology.
- Strengthen their ability to integrate contextual knowledge naturally into analytical responses.
- Develop confidence in responding to extract-based and whole-text examination questions.
- Improve quotation recall through regular retrieval and interleaved revision.
- Refine essay-writing skills by constructing well-developed, evidence-based arguments.
- Build resilience and confidence through timed examination practice and whole-class feedback.

The analytical and evaluative skills developed also strengthen students' performance in English Language by improving inference, textual analysis and extended writing.

Common Misconceptions

Romeo and Juliet

Students often:

- Retell the plot instead of analysing Shakespeare's methods.
- Treat characters as fixed rather than exploring how they develop throughout the play.
- Separate context from analysis instead of integrating it naturally.
- Over-rely on famous quotations without selecting the most relevant evidence.
- Focus solely on language while overlooking dramatic methods such as stage directions, dramatic irony and dramatic structure.
- Confuse themes such as fate and love or oversimplify Shakespeare's presentation of conflict.

The Strange Case of Dr Jekyll and Mr Hyde

Students often:

- Summarise events rather than analysing Stevenson's methods.
- Confuse the Victorian context with the plot.
- Identify Gothic conventions without explaining their purpose.
- Treat Jekyll and Hyde as completely separate characters rather than exploring duality.
- Use context as isolated facts instead of linking it to the writer's intentions.
- Struggle to explain how the novella's structure creates mystery and suspense.

Throughout the unit, these misconceptions are addressed through explicit modelling, retrieval practice, comparative questioning, live marking and regular exam-style responses.

National Curriculum / Specification

This unit directly addresses the assessment objectives for AQA English Literature.

AO1

- Maintain a critical style and develop an informed personal response.
- Use relevant textual references and quotations to support interpretations.

AO2

- Analyse how writers use language, form and structure to create meanings and effects.
- Use subject terminology accurately and appropriately.

AO3

- Demonstrate understanding of the relationships between texts and the contexts in which they were written and received.

AO4

- Use accurate spelling, punctuation and grammar.

This unit enables students to:

- Read critically and independently across a range of literary texts.
- Analyse writers' use of language, form and structure.
- Explore how literature reflects historical, social and cultural contexts.
- Develop informed personal interpretations supported by textual evidence.
- Write analytical essays that communicate ideas clearly and coherently.
- Use Standard English confidently and accurately.
- Extend literary vocabulary and apply subject terminology precisely.