

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5.5 weeks	Spring 2 5.5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Focus	Prose C19 novel – Lit P1 Sect B	Creative reading & writing Language P1	Poetry Unseen - Lit P2 Sect C	Shakespeare Lit P1 Sect A	Poetry Anthology Lit P2 Sect B	Viewpoints & perspectives Language P2+ SLE
Unit Title and Overview	19 th Century Novel <i>A Christmas Carol</i> Reading of whole novel; study setting, plot, themes, characterisation and effects of these; apply new vocabulary to writing; formal expository essay	Introduction to Language Paper 1 – Explorations in to Creative Reading and Writing Reading Unseen C20 and C21 texts/great literature. Analysis of language and structure, evaluation of texts. Writing to narrate or describe	Unseen Poetry – 3 weeks An introduction to approaches to unseen poetry. Understanding of poetic conventions; figurative language used to create meaning; making critical comparisons across texts	Macbeth Reading of whole play; studying setting, plot, themes, characterisation and effects of these; applying new vocabulary to writing; formal expository essay	Power and Conflict A development of poetic approaches. Understanding use of poetic conventions; figurative language used to create meaning; making critical comparisons across texts	Reading genres and writing for purpose Critical comparisons across a range of texts; understanding formal registers; using rhetorical devices See below for SLE
Links to previous/future learning	KS3 prose fiction – modern novel Year 7&8 Narrative voice Gothic unit Year 9 Generic features/conventions Social/historical context Year 10 – Language P1	Year 7 – Evaluate (Media) Evidence to justify judgement Year 8 – Dystopian writing Creating setting, tone, ch Year 9 – Gothic unit; Summer 1 unit Language P1 skills Lang features, structure Year 10 – C19 novel Lang, structure, quotation	Year 7 – Different Cultures Year 8 – Conflict @ KS3 Year 9 – Love and Relationships Year 9 – Unseen preparation Poetic features, comparison Year 10 – prep: <i>Macbeth</i> , Conflict poetry	Year 7 – <i>Nightjohn</i> Year 8 – <i>Tempest</i> Year 9 – <i>Romeo and Juliet</i> ; <i>A View from the Bridge</i> Dramatic devices; tragedy Year 10 – Unseen Poetry Year 11 – <i>AIC</i> Dram structures; context	Year 7 – Different Cultures Year 8 – Conflict @ KS3 Year 9 – Love and Relationships/ Unseen preparation Year 10 – Unseen Poetry Year 10 - <i>Macbeth</i>	Year 8 – Travel writing Year 9 – EMC short stories anthology – comparison Variety of n/f text types Year 10 – Lang P1 Year 10 – SLE Year 10/11 – Lit comparison
Knowledge and the Big Ideas	<ul style="list-style-type: none"> Why did Dickens write this novella? How is Scrooge presented throughout the text? How does Dickens use the ch of Scrooge as a vehicle for communication of his beliefs about Victorian society? What is the role of Cratchits/ghosts/ Fezziwig? How do we use understanding of context in responses? Lang/struc/form Soc/hist context 	<ul style="list-style-type: none"> How do writers use lang/structure texts to engage the reader? What are the effects of different lang/ structural devices? (writing too) How can I write like... How can we analyse words and phrases on a deeper level? How do we evaluate different ideas about the text? How can I choose ambitious/appropriate vocabulary to create effects in my writing? 	<ul style="list-style-type: none"> Why do people write poetry? How do poets communicate their message? What themes and ideas feature in the poems? How do social and cultural contexts support understanding and analysis of poems? How do poets' backgrounds and influences shape meaning in the poems? What are the similar/different ways poets communicate their message? 	<ul style="list-style-type: none"> How does S explore themes of supernatural, power, ambition, loyalty in the play? What is the dramatic function of each ch? How does S use structural devices to create tension in play? What ambitious terminology can I use in writing about play? How do I use context successfully in my response? How might a contemporary/mod audience respond to play? 	<ul style="list-style-type: none"> Why do people write poetry? How do poets communicate their message? What themes and ideas feature in the poems? How do social and cultural contexts support understanding and analysis of poems? How do poets' backgrounds and influences shape meaning in the poems? What are the similar/different ways poets communicate their message? 	<ul style="list-style-type: none"> How should I approach unseen n/f texts? How do we summarise texts? How do we write about the similarities and differences between texts? How can I 'synthesise' my understanding of the 2 texts and compare writers' viewpoints? How might texts from different times use language to communicate ideas? How might texts from different times express message?

	<ul style="list-style-type: none"> Genre conventions Lang/struc terminology Place within lit canon 	<ul style="list-style-type: none"> How do I use a picture stimulus to create an idea for my writing? Approaches to unseen texts Build on knowledge of C19 novel to support unseen prose Language terminology Structural devices Punctuation Conventions of desc/narr writing for diff audiences 	<ul style="list-style-type: none"> Poetic forms, language terminology, structural devices Comparative techniques 	<ul style="list-style-type: none"> How do I analyse S's language? How do I approach the 2 part question? Build on knowl - poetry Plot, characters, themes Soc/hist context Conventions - tragedy Language terminology Structural devices Stage craft Place within the lit canon 	<ul style="list-style-type: none"> Poetic forms, language terminology, structural devices Comparative techniques 	<ul style="list-style-type: none"> different ideas about social ideology? How can we analyse words and phrases on a deeper level? How can I write to persuade an audience of a point of view? How do I adapt my writing for different audiences? Approaches - unseen texts Lang/struc terminology Punctuation Diff purposes/text forms Different audiences Use of bias, sarcasm, rhetoric etc.
Assessment	Literature focus Lit P1 Sect B Qu7 or Qu8; extract and whole text	Creative Writing Focus Lang P1 Qu5; option of image or narrative	Literature Focus Lit P2 Sect C Qu27.i and Qu27.ii	Literature Focus Lit P1 Sect A Qu1; extract and whole text	Literature Focus Lit P2 Sect C Qu26	Writing for Purpose Focus Lang P2 Qu5; transaction; response to statement
Reading skills	AO1 – tracking the theme & character development throughout the novella AO1 – using ambitious terminology for character analysis AO2 – Analysis of Dickens' methods AO2 – Analysis of Dickens' use of structure AO3 – integrating context into analysis	AO1 – Understanding key information AO1 – making inferences and interpretations AO2 – Analysis of the writer's language choices AO2 – Analysis of the writers use of structure AO4 – Evaluate ideas and make appropriate references	AO1 – tracking the way the themes and ideas of the poet are communicated to the reader AO1 – using ambitious literary terminology for analysis AO2 – Analysis of the poets' methods AO2 – Analysis of the poems' structure AO3 – exploration of context and integrating into analysis AO3 – making comparisons between poems	AO1 – tracking the theme & character development throughout the play AO1 – using terminology connected to drama AO2 – analysis of dramatic devices AO2 – analysis of stage directions AO2 – comparison of words used by the characters AO3 – Integrating context in responses	AO1 – tracking the way the theme and ideas of the poet are communicated to the reader. AO1 – using ambitious literary terminology for analysis AO2 – Analysis of the poets' methods AO2 – Analysis of the poems' structure AO3 – exploration of context and integrating into analysis AO3 – making comparisons between poems	AO1 – Understanding key information AO1 – making inferences and interpretations AO2 – Analysis of the writer's language choices AO2 – Analysis of the writers use of structure AO4 – Evaluate ideas and make appropriate references
Writing skills	AO4 - SPaG	AO5 – Imaginative writing, including structural devices, language choices and narrative perspective.	AO4 - SPaG	AO4 - SPaG	AO4 - SPaG	AO5 – Imaginative writing, including structural devices, language choices and narrative perspective.

		AO6 - SPaG				AO6 - SPaG
Knowledge recall	Literacy tasks Key vocabulary for drama	ACC quotations ACC 200 word challenge	'Chunked' reading – Lang P1 practice	Poetry key terminology Poetry quotations	Poetry key terminology Poetry quotations	<i>Macbeth</i> quotations <i>Macbeth</i> 'big ideas' questions

Spoken English

Throughout Year 10 students will experience a range of opportunities to develop their knowledge of and skills in using Spoken English. Students will be able to **speak confidently and effectively** using **standard English**. At the end of Year 10 students will conduct a formal presentation to be recorded and assessed for their Spoken Language Endorsement.

Spoken language

- *presenting information and ideas*: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches
- *responding to spoken language*: listening to and responding appropriately to any questions and feedback
- *spoken Standard English*: expressing ideas using Standard English whenever and wherever appropriate

Spelling, punctuation and grammar

The English department works hard to encourage a good quality in all students across all year groups. With marks awarded for Quality of Written communication in Literature and AO6 for Language focusing on SPAG.

Therefore in Year 10 there is a strong focus on:

Accurate Standard English:

- Accurate **spelling, punctuation and grammar**, correct use of syntax
- Develop use of sophisticated **subject terminology**
- Accurate **spelling of key terms**, contextual terms and general English
- Development of **sophisticated vocabulary**
- Use of a range of **sentence structures**
- Correct use of **tense**, use of conditional and future tense
- Application of **figurative language**
- Use of **modal verbs**
- Use of **discursive markers**

British Values, Cultural Capital and Enrichment

The English department is committed to serving its community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. The English Dept is dedicated to preparing students for their adult life beyond the formal examined curriculum and ensuring that it promotes and reinforces British values to all its students. The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The department uses strategies within the curriculum and beyond to secure such outcomes for students, improve cultural capital and provide opportunities for enrichment including SMSC, History, Art, Media, Literary Heritage, Ethics and Morality as well as opportunities to see performances, enter competitions and meet writers.

**Summer 2: Spoken Language
SLE**

Speaking and Listening for GCSE Spoken Language Endorsement

**Review of the year
Revision for Year 10 PPEs**

**Year 8 – Writing for purpose
Year 9 – EMC unit – monologue
Year 10 – Lang P2 viewpoint writing**
Developing ambitious vocabulary; oracy

- How can I plan/write/ deliver a successful talk to an audience?
 - How can I use my research/notes in talk?
- Rhetorical devices
Speaking for different purposes
Speaking to diff audiences
Structure/topic mgt
- How can I revise for my English PPEs?
 - What do I need to do to achieve the higher marks in Lang/Lit papers?
 - How do I approach each question in the Lang PPE paper?
 - Which methods can I use in my writing to ensure a successful narrative text?
 - How does the plot develop in *Macbeth*?
 - How does Dickens create character in *ACC* and for what effects?
- **See Autumn 1, Spring 2 and Summer 1**

SLE

Year 10 PPE: Lit 1 & Lang 2

AO1 – Understanding key information
AO1 – making inferences and interpretations
AO2 – Analysis of the writer’s language choices
AO2 – Analysis of the writers use of structure
AO4 – Evaluate ideas and make appropriate references

AO5 – Imaginative writing, including structural devices, language choices and narrative perspective.

AO6 - SPaG

WOW words and ambitious terminology