

<p>week from week 3)</p>	<ul style="list-style-type: none"> • Key extracts from play to facilitate study of individual characters & relationships 	<ul style="list-style-type: none"> ✓ Using What/ How/ Why at paragraph to analyse a writer's language ✓ Evaluating how characters are presented ✓ Explaining how context affects plot/character/theme 	<p>lesson (use opening section of play + extract)</p>
<p>Nature & Time poems (2 lessons per week from week 3)</p>	<ul style="list-style-type: none"> • Content, context, message, language, structure of the Nature & Time poems. The Prelude (Wordsworth), To Autumn (Keats), Imperceptibly (Dickenson), Afternoons (Larkin), Death of a Naturalist (Heaney) 	<ul style="list-style-type: none"> ✓ Using quotations / textual reference ✓ Using What/ How/ Why as a thinking tool at paragraph and whole text level with more confidence and independence to analyse a writer's language ✓ Using What/ How/ Why as a thinking tool at paragraph and whole text level with more confidence and independence to analyse a writer's structure ✓ Incorporating more 'why' in responses through making links to authorial purpose / message 	

		<ul style="list-style-type: none"> ✓ Incorporating links to context appropriately in written responses ✓ Using subject terminology appropriately in responses 	
<p>Half-term 2</p> <p>Modern play (3 lessons per week, weeks 1-3)</p>	<p><u>Modern play</u></p> <ul style="list-style-type: none"> • Study of key themes e.g. social class, role of women, morality • Study of structure of the play • Revision of how to write / structure an essay: thesis statements; development of analytical paragraphs; conclusions • Exploration of key quotations • How to use key terms and more sophisticated / precise / formal language appropriately 	<ul style="list-style-type: none"> ✓ Identifying and evaluating the importance / message of a theme ✓ Explaining the importance and impact of the structure of the play studied <p>To be able to:</p> <ul style="list-style-type: none"> ✓ Maintain a critical style and develop an informed personal response ✓ Use textual references, including quotations, to support and illustrate interpretations 	<ul style="list-style-type: none"> ❑ Social class is a key theme in Blood Brothers / An Inspector Calls. Write about how Russell/Priestley presents the theme of social class in the play. (MOCK EXAM QUESTION)

<p>Reading fiction (from week 4)</p>	<p><u>Reading Fiction revision</u></p> <p>How to approach the reading fiction section.</p> <ul style="list-style-type: none"> Types of questions and how to answer them: AO1 – explicit / implicit info AO2 – writer’s craft AO4 - evaluation 	<p>To be able to:</p> <ul style="list-style-type: none"> ✓ Identify explicit and implicit information ✓ Explain, comment & analyse how writers use language and structure to achieve effect & influence readers. ✓ Evaluate texts critically and support this with appropriate textual references ✓ Use relevant terminology to explain and support views 	<ul style="list-style-type: none"> <input type="checkbox"/> Past papers to be used as practice. Assessed on mock exams
<p>Comparing poems (2 lessons per week)</p>	<ul style="list-style-type: none"> Structure for comparing poems Revision of terms: content, context, message, language, structure Appropriate pairings of poems from across the anthology 	<ul style="list-style-type: none"> ✓ Using quotations / textual reference ✓ Using What/ How/ Why as a thinking tool at paragraph and whole text level with more confidence and independence to analyse a writer’s language & structure ✓ Incorporating more ‘why’ in responses through making links to authorial purpose / message 	<p>Assessed on Mock exam</p>

		<ul style="list-style-type: none"> ✓ Incorporating links to context appropriately in written responses ✓ Using subject terminology appropriately in responses ✓ Identifying similarities & differences across poems ✓ Explaining similarities & differences orally & in writing 	
Half-term 3	<p><u>A Christmas Carol revision (3 lessons per week)</u></p> <ul style="list-style-type: none"> • Plot, character, relationships, themes (poverty/class, Christmas, transformation, family) • How to approach exploded essay writing: planning, structure – including reference to extract, thesis statement, analysis – including modelled sentence & paragraph structures, conclusion, subject terminology. 	<p>To be able to:</p> <ul style="list-style-type: none"> ✓ Maintain a critical style and develop an informed personal response ✓ Use textual references, including quotations, to support and illustrate interpretations 	<p>There are different types of families in <i>A Christmas Carol</i>. Write about some of these families and how Dickens presents them at different points in the novel.</p>

	<p><u>Unseen poetry (2 lessons per week) - Woman Work (Angelou), Grandfather (Hrynkow), Coat (Duran), Rejection (Sullivan)</u></p> <ul style="list-style-type: none"> • How to approach single unseen poem (questions) • Strategies for reading unseen poetry • Content, message, language, structure • Revision of how to write about a single poem • How to select similarities and differences: content, message, language & structure • How to write comparatively at paragraph & whole text level 	<p>To be able to:</p> <ul style="list-style-type: none"> ✓ Using quotations / textual reference ✓ Using What/ How/ Why as a thinking tool at paragraph and whole text level to analyse a writer's language and structure ✓ Incorporating 'why' in responses through making links to authorial purpose / message ✓ Incorporating links to context appropriately in written responses ✓ Using subject terminology appropriately in responses ✓ Writing comparatively at paragraph and whole text level. <p>NB Repeated exposure to unseen poetry will strengthen responses.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Unseen poetry single and comparison
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Half-term 4	<p><u>Macbeth revision:</u></p> <ul style="list-style-type: none"> • Plot, character, relationships, themes (kingship & power, guilt, supernatural, women) • How to approach extract qu (E.g. 2:2 dagger speech; 4:2 Macduff finds out; 5:5 Macbeth preparing for war) • How to approach responding to an extract • How to approach essay writing: planning, structure, thesis statement, analysis – including modelled sentence & paragraph structures, conclusion, subject terminology. <p>How important is Banquo in the play? & Write about how Shakespeare presents the theme of power.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> ✓ Maintain a critical style and develop an informed personal response ✓ Use textual references, including quotations, to support and illustrate interpretations 	<p>☐ Extract: Macbeth – E.g. ‘To be thus’ (3:1)</p> <p>Essay: How important is Banquo in the play? & Write about how Shakespeare presents the theme of power – modelled and written together</p>

	<p><u>Non-fiction writing revision</u></p> <ul style="list-style-type: none"> • How to approach the specific non-fiction writing tasks: review, travel, report – purpose, audience, form. • Explicit teaching of sentence & paragraph structures relevant to these types of writing <p><u>Non-fiction reading</u></p> <ul style="list-style-type: none"> • How to approach the reading non-fiction section. • Types of questions and how to answer them – most emphasis on AO3&4 AO1 – explicit / implicit info AO2 – writer’s craft <u>AO3 - comparison</u> <u>AO4 - evaluation</u> 	<p>To be able to:</p> <ul style="list-style-type: none"> ✓ Communicate clearly, effectively and imaginatively. ✓ Adapt style, tone and register to suit the purpose & audience ✓ Organise information and ideas, using structural and grammatical features ✓ Use a range of vocabulary and sentence structures for clarity, purpose & effect ✓ Write accurately (spelling & punctuation) <p>To be able to:</p> <ul style="list-style-type: none"> ✓ Identify explicit and implicit information ✓ Explain, comment & analyse how writers use language and structure to achieve effect & influence readers. ✓ <u>Compare writer’s ideas and perspectives, as well as how they are conveyed, across two texts</u> 	<ul style="list-style-type: none"> ☐ Review writing: Many people watch or read new material because of reviews they have read. Write a review of a book, series or film you have watched recently. It can be positive, negative or a mixture. ☐ Response to non-fiction – (AOs 1,2,3,4) Qu 5&6 as assessed pieces.
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	<ul style="list-style-type: none"> • Gorillas & Mines papers to be used for practice <p><u>Anthology Poetry</u></p> <ul style="list-style-type: none"> • Content, message, context language, structure of poems • How to approach single poem • Revision of how to write about a single poem • How to select similarities and differences (within and between taught groupings): content, message, context, language & structure • How to write comparatively at paragraph & whole text level • Students to be given the following poems to revise for this assessment: Hawk Roosting, Ozymandias, London, Living Space, Death of a Naturalist, To Autumn. 	<ul style="list-style-type: none"> ✓ <u>Evaluate texts critically and support this with appropriate textual references</u> ✓ Use relevant terminology to explain and support views <p>To be able to:</p> <ul style="list-style-type: none"> ✓ Using quotations / textual reference ✓ Using What/ How/ Why as a thinking tool at paragraph and whole text level to analyse a writer's language and structure ✓ Incorporating 'why' in responses through making links to authorial purpose / message / context ✓ Using subject terminology appropriately in responses ✓ Writing comparatively at paragraph and whole text level. <p>NB Repeated exposure to poems will strengthen responses</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Single poem analysis <input type="checkbox"/> Comparative poetry response
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Half-term 5	<p><u>Modern play revision</u></p> <ul style="list-style-type: none"> • Plot, character, relationships, themes (poverty/class, gender, responsibility, violence, superstition/fate – as appropriate to text) • How to approach exploded essay writing: planning, structure – including reference to extract, thesis statement, analysis – including modelled sentence & paragraph structures, conclusion, subject terminology. • How does Russell show the importance of superstition/fate in the novella? How does Priestley show the importance of social responsibility in the play? & Write Mickey/Sheila Birling and how he/she is presented in the play. 	<p>To be able to:</p> <ul style="list-style-type: none"> ✓ Maintain a critical style and develop an informed personal response ✓ Use textual references, including quotations, to support and illustrate interpretations 	<ul style="list-style-type: none"> <input type="checkbox"/> Blood Brothers –Practice question <input type="checkbox"/> An Inspector Calls – Practice question

	<p><u>Writing non-fiction & fiction revision</u></p> <ul style="list-style-type: none"> • One week: how to approach writing fiction – narrative arc, character profile, ingredients of a good short story, linguistic & grammatical choices • How to approach the non-fictions writing tasks of letters (3), articles, speeches, review, travel, report – purpose, audience, form. • Explicit teaching of sentence & paragraph structures relevant to these types of writing 	<p>To be able to:</p> <ul style="list-style-type: none"> ✓ Communicate clearly, effectively and imaginatively. ✓ Adapt style, tone and register to suit the purpose & audience ✓ Organise information and ideas, using structural and grammatical features ✓ Use a range of vocabulary and sentence structures for clarity, purpose & effect ✓ Write accurately (spelling & punctuation) 	<p><input type="checkbox"/> Write a lively article for your school/college magazine with the title: 'Things I can't live without.' [20 marks]</p>
	<p>From April 2024 classes to work on their specific needs in the final run up to the exams</p>	<p>✓</p>	<p><input type="checkbox"/></p>

Year 10	Substantive Knowledge	Disciplinary Knowledge	Assessment (reading based assessments will have retrieval questions plus longer response)
<p>Half-term 1</p> <p>Macbeth (weeks 1-3 Macbeth 5 lessons)</p> <p>Poetry – Power & Place (from week 4, 1 lesson per week)</p>	<p><u>How does Macbeth fall from ‘noble’ warrior to ‘hell hound’?</u></p> <ul style="list-style-type: none"> • Establishing context (via non-fiction) – relevance of witches; Great chain of being; natural order. • Plot and character of ‘Macbeth’ – cold read followed by detail study of key scenes • Content, context, message, language, structure of the 4 ‘Power and Place’ poems: London (Blake); Ozymandias (Shelley); Hawk Roosting (Hughes); Living Space (Dharker). 	<ul style="list-style-type: none"> ✓ Using quotations / textual reference ✓ Using What/ How/ Why as a thinking tool at paragraph to analyse a Shakespeare’s language ✓ Evaluating how characters are presented ✓ Explaining how context affects plot/character/theme ✓ Using quotations / textual reference ✓ Using What/How/Why as a thinking tool at paragraph and whole text level with more confidence and independence to analyse a writer’s language ✓ Using What/ How/ Why as a thinking tool at paragraph and whole text level with more confidence and 	<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge check Acts 1-3 <input type="checkbox"/> Poetry assessment: knowledge check and analysis

		<p>independence to analyse a writer's structure</p> <ul style="list-style-type: none"> ✓ Incorporating more 'why' in responses through making links to authorial purpose / message ✓ Incorporating links to context appropriately in written responses ✓ Using subject terminology appropriately in responses 	
<p>Half-term 2 Macbeth (5 weeks)</p>	<ul style="list-style-type: none"> • Plot and character - continued from HT1 • How to write / structure an essay: thesis statements; development of analytical paragraphs; conclusions • Exploration of key quotations a • How to use key terms and more sophisticated / precise / formal language appropriately 	<p>To be able to:</p> <ul style="list-style-type: none"> ✓ Using quotations / textual reference ✓ Using What/ How/ Why as a thinking tool at paragraph to analyse a Shakespeare's language ✓ Evaluating how characters are presented ✓ Explaining how context affects plot/character/theme ✓ Maintain a critical style and develop an informed personal response ✓ Use textual references, including quotations, to support and illustrate interpretations 	<ul style="list-style-type: none"> <input type="checkbox"/> How does Macbeth change from 'noble' warrior to 'hell hound'?

<p>Non-fiction writing skills: articles, travel & review writing weeks 6-8</p> <p>1 lesson per week power and place poetry then war cluster</p>	<ul style="list-style-type: none"> • Purpose, audience & form of transactional writing • Appropriate language & techniques for transactional writing • How to plan & develop formal paragraphs • How to structure a formal piece • How to write in an appropriate style at sentence, paragraph & whole text level, including revision of specific sentence & paragraph structures from KS3 <p><u>How is war presented in poetry across time?</u></p> <ul style="list-style-type: none"> • Five war poems: A Wife in London, The Soldier, Dulce, The Manhunt, Mametz Wood – content, context, message, language, structure • Comparing poems 	<p>To be able to:</p> <ul style="list-style-type: none"> ✓ Communicate clearly, effectively and imaginatively. ✓ Adapt style, tone and register to suit the purpose & audience ✓ Organise information and ideas, using structural and grammatical features ✓ Use a range of vocabulary and sentence structures for clarity, purpose & effect ✓ Write accurately (spelling & punctuation) <ul style="list-style-type: none"> ✓ Using quotations / textual reference ✓ Using What/ How/ Why as a thinking tool at paragraph and whole text level with more confidence and independence to analyse a writer's language & structure ✓ Incorporating more 'why' in responses through making links to authorial purpose / message ✓ Incorporating links to context appropriately in written responses 	<ul style="list-style-type: none"> <input type="checkbox"/> Non-fiction writing task: article: A teenage magazine has invited readers to write articles on topics that people have strong views about. The latest topic is tattoos – are they just harmless fun and fashion or something to regret in later life? You decide to write an article on the topic for the teenage magazine, giving your views. Write your article. <input type="checkbox"/> Supported poetry comparison
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		<ul style="list-style-type: none"> ✓ Using subject terminology appropriately in responses ✓ Identifying similarities & differences across poems ✓ Explaining similarities & differences orally & in writing 	
<p>Half-term 3</p> <p>A Christmas Carol (4 lessons)</p>	<p><u>How does Scrooge transform from ignorance to enlightenment?</u></p> <ul style="list-style-type: none"> • Establishing context (via non-fiction) Victorian society, Industrial Revolution & Dickens' background • Plot and character of 'A Christmas Carol' – cold read followed by detail study of key scenes, tracking the development of Scrooge 	<ul style="list-style-type: none"> ✓ Using quotations / textual reference ✓ Using What/ How/ Why as a thinking tool at paragraph to analyse a Dickens' language ✓ Evaluating how characters are presented ✓ Explaining how context affects plot/character/theme ✓ Maintain a critical style and develop an informed personal response 	<ul style="list-style-type: none"> <input type="checkbox"/> Write about some of the important turning points for Scrooge in 'A Christmas Carol' and how they are presented in the novel

<p>Non-fiction writing (reports & letters) (1 lesson)</p>	<p><u>Non-fiction writing – writing formally for authority (reports & letters)</u></p> <ul style="list-style-type: none"> • Purpose, audience & form of formal writing • Appropriate language & techniques for formal writing • How to plan & develop formal paragraphs • How to structure a formal piece • How to write in an appropriate style at sentence, paragraph & whole text level, including revision of specific sentence & paragraph structures from KS3 	<p>To be able to:</p> <ul style="list-style-type: none"> ✓ Communicate clearly, effectively and imaginatively. ✓ Adapt style, tone and register to suit the purpose & audience ✓ Organise information and ideas, using structural and grammatical features ✓ Use a range of vocabulary and sentence structures for clarity, purpose & effect ✓ Write accurately (spelling & punctuation) 	<p><input type="checkbox"/> Formal letter</p> <p>Letters to authority</p> <p>You have heard that the council are considering bringing in a curfew for young people under the age of 17. You have decided to write a letter to the leader of the council to express your views about this proposal.</p> <p>Write your letter.</p>
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<p>Half-term 4</p> <p>Narrative reading & writing</p> <p>Incorporating unseen poetry</p>	<p><u>Reading fiction</u></p> <ul style="list-style-type: none"> • ‘Ms Snell’ paper used to explore AO2 questions – writer’s craft and AO4 questions – evaluation. <p><u>Writing fiction</u></p> <ul style="list-style-type: none"> • Appropriate language & techniques for narrative writing • How to plan & structure a narrative using narrative arc • How to write in an appropriate style at sentence, paragraph & whole text level, including revision of specific sentence structures from KS3 	<p>To be able to:</p> <ul style="list-style-type: none"> ✓ Identify explicit and implicit information ✓ Select evidence from texts of different ages ✓ Explain, comment & analyse how writers use language and structure to achieve effect & influence readers. ✓ Evaluate texts critically and support this with appropriate textual references ✓ Use relevant terminology and quotations to explain and support views <p>To be able to:</p> <ul style="list-style-type: none"> ✓ Communicate clearly, effectively and imaginatively. ✓ Adapt style, tone and register to suit the purpose & audience ✓ Organise information and ideas, using structural and grammatical features ✓ Use a range of vocabulary and sentence structures for clarity, purpose & effect ✓ Write accurately (spelling & punctuation) 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation question (fiction) <input type="checkbox"/> Narrative (early memory of school)
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	<p><u>Unseen poetry</u></p> <ul style="list-style-type: none">• How to approach an unseen poem using staged approach.• Use <i>Change</i> by Dave Calder and <i>Teacher</i> by Carol Ann Duffy followed by <i>Coat & Armada</i>	<p>To be able to:</p> <ul style="list-style-type: none">✓ Identify explicit and implicit information✓ Explain, comment & analyse how writers use language and structure to achieve effect & influence readers.✓ Evaluate texts critically and support this with appropriate textual references✓ Use relevant terminology and quotations to explain and support views✓ Identify similarities & differences across poems✓ Explain similarities & differences orally & in writing	
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<p>Half-term 5</p> <p>Revision of Macbeth, poetry & reading non-fiction skills</p>	<p><u>Macbeth & poetry revision</u></p> <ul style="list-style-type: none"> • Revision of war poetry (content, context, message, language, structure) • Revision of how to approach writing about a single poem • Revision of how to write comparatively • Revision of Macbeth: Banquo, Duncan, Kingship, ambition. • How to approach an extract question • Revision of how to approach a formal Literature essay <p><u>Non-fiction reading skills</u></p> <ul style="list-style-type: none"> • Antarctica / Niagara paper used to demonstrate and practise how to approach: • AO1 questions – search & find, synthesis • AO2 questions – writer’s craft • AO4 questions - evaluation 	<ul style="list-style-type: none"> ✓ Using What/ How/ Why as a thinking tool at paragraph and whole text level with more confidence and independence to write analytically ✓ Incorporating more ‘why’ in responses through making links to authorial purpose / message ✓ Incorporating links to context appropriately in written responses ✓ Using subject terminology appropriately in responses <p>To be able to:</p> <ul style="list-style-type: none"> ✓ Identify explicit and implicit information ✓ Select evidence from texts of different ages 	<ul style="list-style-type: none"> <input type="checkbox"/> Single poem analysis <input type="checkbox"/> AO1&2 questions (Volcano paper) <input type="checkbox"/> AO1&4 questions (Volcano paper) <input type="checkbox"/> AO 1&3 questions (Volcano paper)
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	<ul style="list-style-type: none"> • How to use relevant subject terminology and short embedded quotes to explain and support views • How to approach qu 5 – synthesis • How to approach qu 6 – comparison. <p>Ensure there are a couple of lessons set aside for revision of letters, articles and speeches prior to EoY exams)</p>	<ul style="list-style-type: none"> ✓ Explain, comment & analyse how writers use language and structure to achieve effect & influence readers. ✓ Evaluate texts critically and support this with appropriate textual references ✓ Use relevant terminology and quotations to explain and support views ✓ Select and synthesise evidence from different texts ✓ Compare writer’s ideas and perspectives, as well as how they are conveyed, across two texts 	
<p>Half-term 6</p> <p>Love poetry (4 lessons)</p>	<p><u>How is love presented in poetry across time?</u></p> <ul style="list-style-type: none"> • Revision of The Manhunt & A Wife in London as love poems • 4 love poems: She Walks in Beauty, Sonnet 43, Valentine, Cozy Apologia – content, context, message, language, structure • Comparing poems • Unseen poems: Rejection & Years Ago as a vehicle to teach approach to unseen poetry. 	<p>To be able to:</p> <ul style="list-style-type: none"> ✓ Using quotations / textual reference ✓ Using What/ How/ Why as a thinking tool at paragraph and whole text level with more confidence and independence to analyse a writer’s language & structure ✓ Incorporating more ‘why’ in responses through making links to authorial purpose / message ✓ Incorporating links to context appropriately in written responses 	<p><input type="checkbox"/> End of Year exams</p> <p>English Language component 2 English Literature ‘Macbeth’ and poetry</p>

<p>Revision – ACC – 1 lesson per week</p>	<ul style="list-style-type: none">• 5 extracts used to revise Scrooge's transformation from ignorance to enlightenment.	<ul style="list-style-type: none">✓ Using subject terminology appropriately in responses✓ Identifying similarities & differences across poems✓ Explaining similarities & differences orally & in writing <p>To be able to:</p> <ul style="list-style-type: none">✓ Recall detailed information about Scrooge's transformation✓ To read Dickens with support and independently✓ To pinpoint where an extract is from in the text and explain what is happening✓ To explain orally and in writing what a given extract shows about Scrooge's character and how it has changed✓ To select relevant information to support ideas.	
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