

Year 10	Substantive Knowledge	Disciplinary Knowledge	Assessment (reading based assessments will have retrieval questions plus longer response)
Half-term 1 Macbeth Non-fiction reading (writer's craft) & writing	<u>How does Macbeth fall from 'noble' warrior to 'hell hound'?</u> <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 <ul style="list-style-type: none"> • AO1 questions – search & find, synthesis. • AO2 questions – writer's craft • Purpose, audience & form of travel review writing • Appropriate language & techniques. • How to plan & develop paragraphs. 	<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 To be able to: <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. ✓ Communicate clearly, effectively and imaginatively. Adapt style, tone and 	<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge check Acts 1-3 <input type="checkbox"/> Select & find question <input type="checkbox"/> Writer's craft question <input type="checkbox"/> Scaffolded travel writing task

<p>Poetry – Power & Place</p>	<ul style="list-style-type: none"> • How to structure a review • How to write in an appropriate style at sentence, paragraph & whole text level, including revision of specific sentence & paragraph structures from KS3 • Content, context, message, language, structure of the 4 'Power and Place' poems: London (Blake); Ozymandias (Shelley); Hawk Roosting (Hughes); Living Space (Dharker). 	<p>register to suit the purpose & audience.</p> <ul style="list-style-type: none"> ✓ 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"> ✓ Use relevant terminology and quotations to explain and support views ✓ 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Poetry assessment: knowledge check and analysis
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		<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 analyse a writer's structure ✓ 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 	
Half-term 2 Macbeth	<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 	<ul style="list-style-type: none"> <input type="checkbox"/> How does Macbeth change from 'noble' warrior to 'hell hound'?

<p>Non-fiction reading (evaluation) & writing</p>	<ul style="list-style-type: none"> • Demonstrate and practise how to approach: search & find and evaluation questions • How to use relevant subject terminology and short embedded quotes to explain and support views • 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>✓ Use textual references, including quotations, to support and illustrate interpretations</p> <p>To be able to:</p> <ul style="list-style-type: none"> ✓ Identify explicit and implicit information ✓ Evaluate texts critically and support this with appropriate textual references ✓ Use relevant terminology and quotations to explain and support views ✓ 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"/> Select & find question <input type="checkbox"/> Evaluation question <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.
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<p>Completion of Power and place poetry cluster</p>	<p>As HT1</p>	<p>As HT1</p>	
<p>Half-term 3 Non-fiction reading (synthesis & comparison) & writing</p>	<ul style="list-style-type: none"> • Demonstrate and practise how to approach synthesis and comparison questions • Range and purpose of connectives used in comparison • Purpose, audience & form of speech writing • Appropriate language & techniques for speech writing How to plan & develop formal paragraphs and overall structure • 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"> ✓ Use 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 ✓ Communicate clearly, effectively and imaginatively. ✓ Adapt style, tone and register to suit the purpose & audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Synthesis question <input type="checkbox"/> Comparison question <input type="checkbox"/> 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. Write your letter.

<p>War poetry</p>	<p><u>How is war presented in poetry across time?</u></p> <ul style="list-style-type: none"> •Content, context, message, language, structure of the 5 war poems. •Paired comparisons (The Soldier & Dulce; Manhunt & A Wife in London) 	<ul style="list-style-type: none"> ✓ 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) ✓ Using quotations / textual reference. ✓ Using What/ How/ Why as a thinking tool at paragraph and whole text level to analyse language, structure & message. ✓ Incorporating links to context appropriately. ✓ Using subject terminology appropriately ✓ Identifying similarities & differences across poems ✓ Explaining similarities & differences orally & in writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Poetry comparison
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<p>Half-term 4</p> <p>Narrative reading & writing</p>	<p><u>Reading fiction</u></p> <ul style="list-style-type: none"> • ‘Ms Snell’ paper used to explore writer’s craft and evaluation questions <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 ✓ 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation question (fiction) <input type="checkbox"/> Narrative (early memory of school)

<p>A Christmas Carol</p>	<p><u>How does Scrooge transform from ignorance to enlightenment?</u></p> <ul style="list-style-type: none"> • Understanding main character and how he changes from ignorance to enlightenment. • Understanding reasons for change and how change is portrayed by writer. • Understanding of Dickens' message / purpose of character change 	<p>✓ Write accurately (spelling & punctuation)</p> <p>To be able to:</p> <ul style="list-style-type: none"> ✓ Use quotations / textual reference ✓ Use What/ How/ Why as a thinking tool at paragraph to analyse a Dickens' language ✓ Evaluate how characters are presented ✓ Explain how context affects plot/character/theme ✓ Maintain a critical style and develop an informed personal response 	<ul style="list-style-type: none"> ☐ Write about some of the important turning points for Scrooge in A Christmas Carol and how they are presented in the novel
<p>Half-term 5 Revision of Macbeth, poetry & reading</p>	<p><u>Macbeth & poetry revision</u></p> <ul style="list-style-type: none"> • Revision of Macbeth through the lens of Lady Macbeth • Revision of how to approach a formal Literature essay 	<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 and comparatively 	<ul style="list-style-type: none"> ☐ Mock examination

<p>non-fiction skills</p>	<ul style="list-style-type: none"> • Revision of war & power and place poetry (content, context, message, language, structure) • Revision of how to approach writing about a single poem • Revision of how to write comparatively <p><u>Non-fiction reading skills</u></p> <ul style="list-style-type: none"> • Revision and combination of all skills covered in non-fiction reading and writing. • Exam strategy and timing 	<ul style="list-style-type: none"> ✓ Incorporating more 'why' in responses through making links to authorial purpose / message ✓ terminology appropriately in responses <p>To be able to:</p> <ul style="list-style-type: none"> ✓ •Write in a range of non-fiction styles appropriately, in sufficient detail and accurately. ✓ •Write in timed conditions ✓ •Answer all types of question on the non-fiction reading paper in an appropriate style and depth, in timed conditions. 	
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<p>Half-term 6</p> <p>Love poetry</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 ✓ Using subject terminology appropriately in responses ✓ Identifying similarities & differences across poems ✓ Explaining similarities & differences orally & in writing 	
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Year 11	Substantive Knowledge	Disciplinary Knowledge	Assessment (reading based assessments will have retrieval questions plus longer response)
<p>Half-term 1</p> <p>Narrative revision</p> <p>Modern play</p>	<p><u>Narrative writing</u></p> <ul style="list-style-type: none"> Revision of short stories: narrative arc / structure of short stories Revision story planning, including build-up of tension Revision of variety of sentence structures and how these would be used to create different effects Revision of language features e.g. imagery, metaphor and how these would be used to create effects Tweaking a story – relevance to title <p><u>Modern Play (Blood Brothers / An Inspector Calls)</u></p> <ul style="list-style-type: none"> Cold read to establish character and plot Knowledge of context 	<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 	<ul style="list-style-type: none"> <input type="checkbox"/> Write a short story from this selection <ol style="list-style-type: none"> Write a story which begins: I still remember the look on her face. The Surprise Write about a time when things didn't turn out how you expected them to. Write a story which ends: ...and I realised that I had made a huge mistake. <ul style="list-style-type: none"> <input type="checkbox"/> How is Mr Birling / Mrs Johnstone presented in the opening section of the play? Extract + in class planning 1

<p>Nature & Time poems</p>	<ul style="list-style-type: none"> • Key extracts from play to facilitate study of individual characters & relationships • 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 What/ How/ Why at paragraph to analyse a writer'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 independence to analyse a writer's structure ✓ Incorporating more 'why' in responses through making links to authorial purpose / message 	<p>lesson (use opening section of play + extract)</p>
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		<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</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.

Reading fiction	<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
Comparing poems	<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</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"> ☐ 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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	<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 2025 classes to work on their specific needs in the final run up to the exams</p>	<p>✓</p>	<p><input type="checkbox"/></p>