

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5.5 weeks	Spring 1 5.5 weeks	Summer 1 6 weeks	Summer 2
Focus	Prose <b>C19 novel – Lit P1 Sect B</b>	<b>Creative reading &amp; writing Language P1</b>	<b>Revision Lang P1 and Lit P1</b>	<b>Revision Lang P2 and Lit P2</b>	<b>Exams</b>	
Unit Title and Overview	<b>19<sup>th</sup> Century Novel A Christmas Carol</b> Reading of whole novel; study setting, plot, themes, characterisation and effects of these; apply new vocabulary to writing; formal expository essay	<b>Revision - Language Paper 1 – Explorations in Creative Reading and Writing</b> Reading Unseen C20 and C21 texts/great literature. Analysis of language and structure, evaluation of texts. Writing to narrate or describe	<b>Revision for Language Paper 1 and Literature Paper 1</b> Revision of approaches to Unseen Fiction texts and the skills necessary. Paper structure. Writing to describe and narrate. Revision of whole texts, characterisations, plot, themes, setting and use of language, structure and form.	<b>Revision for Language Paper 2 and Literature Paper 2</b> Revision of approaches to Unseen Non Fiction texts and the skills necessary. Paper structure. Formal writing/writing in different genres. Revision of characterisations, plot, themes, setting and use of language, structure and form. Revision of poetic forms, devices and imagery.	<b>Completion of the 2020 GCSEs</b>  <b>Lit P1 - May 13<sup>th</sup> 2020</b> <b>Lit P2 – May 21<sup>st</sup> 2020</b>  <b>Lang P1 – June 2<sup>nd</sup> 2020</b> <b>Lang P2 - June 5<sup>th</sup> 2020</b>	
Links to previous/future learning	<b>KS3 prose fiction – modern novel Year 7&amp;8</b> Narrative voice <b>Gothic unit Year 9</b> Generic features/conventions Social/historical context <b>Year 10 – Language P1</b>	<b>Year 7 – Evaluate (Media)</b> Evidence to justify judgement <b>Year 8 – Dystopian writing</b> Creating setting, tone, ch <b>Year 9 – Gothic unit; Summer 1 unit Language P1 skills</b> Lang features, structure <b>Year 10 – C19 novel</b> Lang, structure, quotation	<b>Year 10 – Creative Reading and Writing</b> <b>Year 10 – A Christmas Carol</b> <b>Year 10 - Macbeth</b>	<b>Year 10 – Viewpoints and Perspectives</b> <b>Year 10 – AIC</b> <b>Year 10 - Unseen Poetry</b> <b>Year 11 – Power and Conflict Poetry</b>		
Knowledge and the Big Ideas	<ul style="list-style-type: none"> <li>Why did Dickens write this novella?</li> <li>How is Scrooge presented throughout the text?</li> <li>How does Dickens use the ch of Scrooge as a vehicle for communication of his beliefs about Victorian society?</li> <li>What is the role of Cratchits/ghosts/ Fezziwig?</li> <li>How do we use understanding of context in responses?</li> <li>Lang/struc/form</li> <li>Soc/hist context</li> <li>Genre conventions</li> <li>Lang/struc terminology</li> <li>Place within lit canon</li> </ul>	<ul style="list-style-type: none"> <li>How do writers use lang/structure texts to engage the reader?</li> <li>What are the effects of different lang/ structural devices? (writing too)</li> <li>How can I write like...</li> <li>How can we analyse words and phrases on a deeper level?</li> <li>How do we evaluate different ideas about the text?</li> <li>How can I choose ambitious/appropriate vocabulary to create effects in my writing?</li> <li>How do I use a picture stimulus to create an idea for my writing?</li> <li>Approaches to unseen texts</li> <li>Build on knowledge of C19 novel to support unseen prose</li> <li>Language terminology</li> <li>Structural devices</li> <li>Punctuation</li> </ul>	<b>A Christmas Carol &amp; Macbeth revision:</b> <ul style="list-style-type: none"> <li>Plot – what order do the main events happen?</li> <li>Themes – which themes arise in this novella/play and how are they explored?</li> <li>Characters – how do I approach a character question?</li> <li>Context – how is context important in this novella/play?</li> <li>Extract analysis – how do I approach the 2 part question?</li> <li>Essay structure – how can I structure my essay?</li> <li>Revision techniques – what are the best ways to revise for this question?</li> <li>Quotations – which quotations are the most useful and how do I learn them?</li> </ul> <b>Macbeth revision:</b>	<b>An Inspector Calls revision:</b> <ul style="list-style-type: none"> <li>Plot– what order do the main events happen?</li> <li>Themes– which themes arise in this play and how are they explored?</li> <li>Dramatic structures – which dramatic structures has Priestley used and why?</li> <li>Characters– how do I approach a character question?</li> <li>Context – how is context important in understanding this play?</li> <li>Essay structure– how can I structure my essay?</li> <li>Revision techniques – what is the best way to revise for this question?</li> <li>Quotations – which quotations are the most useful and how do I learn them?</li> </ul> <b>Poetry anthology revision:</b>	<b>English Language P1</b> <ul style="list-style-type: none"> <li>Question 2 Language analysis: How do I approach the close reading of a short extract of literary fiction? How do we analyse the writer’s use of language?</li> <li>Question 3 Structure: How do I read the whole source and analyse how the writer has structured the text to interest the reader?</li> <li>Question 4 Evaluation: How do I respond to a statement about specific part of the extract? How do I evaluate the comments made in the statement?</li> <li>Question 5 How do I use different structural devices and methods in my writing to make it engaging? How can I ensure high marks in SPaG for my writing?</li> </ul>	

		<ul style="list-style-type: none"> <li>Conventions of desc/narr writing for diff audiences</li> </ul>	<ul style="list-style-type: none"> <li>Poetic techniques – what do the poetic devices used by Shakespeare reveal about the characters and the themes?</li> <li>Iambic pentameter – how does Shakespeare use iambic pentameter and verse to communicate ideas about the characters in the play?</li> <li>What themes and ideas are evident in the play?</li> <li>How do I link events in the play to the social and historical context?</li> <li>How do I approach the two part question successfully?</li> </ul>	<ul style="list-style-type: none"> <li>How can we match poems to their themes?</li> <li>How does context affect readers' understanding?</li> <li>How can I improve my essay comparison skills?</li> <li>Which quotations are the most useful to learn?</li> <li>What are the messages from the different poets and how do they compare?</li> </ul> <p><b>Unseen poetry revision:</b></p> <ul style="list-style-type: none"> <li>How do I compare the 2 poems?</li> <li>Which terminology will help me with this question?</li> </ul>	<p><b>English Language P2</b></p> <ul style="list-style-type: none"> <li>Question 2 Select and synthesise: How do we compare the differences and similarities? How do we write a summary of the differences?</li> <li>Question 3 Language analysis: How do we analyse the writer's methods/use of language in a non-fiction text?</li> <li>Question 4 Comparison of writers' ideas: How do we compare 2 non-fiction texts and compare the writers' viewpoints and their methods?</li> <li>Question 5 How do we write to argue or persuade successfully? How can we achieve higher marks for SPaG?</li> </ul>	
<b>Assessment</b>	<b>Literature focus</b> Lit P1 Sect B Qu7 or Qu8; extract and whole text	<b>Creative Writing Focus</b> Lang P1 Qu5; option of image or narrative	<b>Language P1 focus</b> <b>Lit P1 focus</b>	<b>February PPEs</b> Language P2 Literature P2	<b>External Summer Exams</b>	
<b>Reading skills</b>	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 – 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, structural devices, language choices and narrative perspective.	AO1 – tracking the theme & character development throughout the play/poem AO1 – using ambitious terminology connected to drama/poetry AO2 – analysis of dramatic/poetic devices AO2 – analysis of stage directions AO2 – comparison of words used by the characters 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	
<b>Writing skills</b>	AO4 - SPaG	AO5 – Imaginative writing, including structural devices, language choices and narrative perspective. AO6 - SPaG	AO5 – Imaginative writing, including structural devices, language choices and narrative perspective. AO6 – SpaG AO4 - SPaG	AO5 – Imaginative writing, including structural devices, language choices and narrative perspective. AO6 – SPaG AO4 - SPaG	AO5 – Imaginative writing, including structural devices, language choices and narrative perspective. AO6 – SpaG AO4 - SPaG	
<b>Knowledge recall</b>	Literacy tasks Key vocabulary for drama	ACC quotations ACC 200 word challenge	Macbeth quotations Macbeth 'big ideas' questions and context	AIC quotations AIC 'big ideas' questions and context		

## 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. Year 11 work will capitalise on the confidence students gain through the SLE work, and develop them as effective writers in any genre, able to use a more formal tone when the task demands it. Students will engage in discussion and express sophisticated ideas in their analysis of texts and of the ideas of others in the group.

### 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 11 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.

