## English Language and Literature Year 10 (September 2023- 2024)

	Autumn					Spring						Summer							
	Autumn 1		Autumn 2		Spring 1				Spring 2			Summer 1				Summer 2			
	1 2 3	4 5 6 7	8 9 10	11 12 13 14	15 16	5 17	18 19 20	21	1 22 23	24 25	26	27 28	29 3	30 <mark>31</mark> 32	33 34	<b>35 36</b> EOY EOY	<b>37</b> 38	39 40	
Торіс	Literature: Post 1914 An Inspector Calls (6 AR Star Reader)	Text wks 23 lessons = one lesson	(27 lessons 11 lessons rea	riting Creative Prose 7 weeks ding/ 12 lessons writing / 1 Core Test AIC and 2 LPG)	Literature: Sha Romeo and Ju / one lesson A	liet 5.5 wks (		lesso Litera	rature: Shakespeare Stu ons) rature Poetry Anthology Lesson LPG Shakespear	: 15 lessons	cs (8	Literature: Poetry A Spoken Language N One lesson Star Rea One lesson LPG Poe	EA: (19 Lessons ader		Literature: Poe End of Year As:	try Anthology	y (5 wks 20 lesso weeks)	ns))	
Critical Prior Knowledge	Students will have explored aspects of core themes in Year 9 novel study – including ideas on power, gender, exploitation and prejudice.		Students will have tackled language analysis and evaluation skills across KS3 and understand the structure, features and purpose of narrative writing.		Students will have studied both comedy and tragedy at KS3 and have awareness of antagonists in tragedy including Tybalt and Lady Macbeth			struc	At KS3 students will have looked at poetic form and structure, how to read a poem for meaning and analyse the writer's choice of language and imagery.			At KS3 students will have looked at transactional writing and the features of rhetoric. They will be familiar with speeches, formal letters, articles, and reviews and the use of discourse markers to structure ideas.			structure, how	At KS3 students will have looked at poetic form and structure, how to read a poem for meaning and analyse the writer's choice of language and imagery.			
Overall Intent (Big ideas and key concepts)	<ul> <li>Whole text Study of J B Priestley's An Inspector Calls</li> <li>Social responsibility</li> <li>Capitalism and socialism</li> <li>Gender and generational divide</li> <li>Power and influence</li> <li>Exploitation and class prejudice</li> <li>Authorial voice and intent</li> </ul>		<ul> <li>Exploration of creative prose reading and writing skills.</li> <li>Explicit and implicit information</li> <li>Inference</li> <li>Analysis</li> <li>Evaluation</li> <li>Constructing and writing a narrative or description</li> </ul>		<ul> <li>Whole play study of Shakespeare's Romeo and Juliet.</li> <li>Conventions of tragedy</li> <li>Conflict and consequences</li> <li>Love and its iterations</li> <li>Generational Divide</li> <li>Gender Divide</li> <li>Fate/Destiny</li> </ul>		their Shak their asses weel	Students should complete their study of their Shakespeare text and their summative assessment by the end of week 22. (See previous unit).Study of AQA Poetry Anthology mini cluster from Power and Conflict 1. The Charge of the Light Brigade 2. Exposure 3. Bayonet Charge 4. Remains 5. War Photographer		,ter nflict e Light	Students will complete their core knowledge poetry test to wrap the previous term's unit. Students will complete their Spoken Language Assessment by week 31		ir students should lage complete the	Anthology sect from Power an 1. Kamikaze 2. Poppies 3. Storm on the 4. Extract from 5. My Last Duc 6. The Émigré 7. Tissue	<ul> <li>2. Poppies (date to be confirm flexibility on poetry be needed)</li> <li>5. My Last Duchess 6. The Émigré 7. Tissue</li> <li>8. Checking Out my</li> </ul>		ssessment onfirmed – so		
Essential Knowledge milestones (What students must master)	Propositional         Knowledge         ✓       Plot         ✓       Character         ✓       Themes         ✓       Dramatic         Structure and       form         ✓       Dramatic         Devices       ✓         ✓       Language         Features	Procedural Knowledge         (AO1 and A02)         ✓       Reading for meaning         ✓       Selecting and retrieving quotations         ✓       Analysing language         ✓       Developing extended explanation         ✓       Constructing an guitation         ✓       Developing the extended explanation         ✓       Constructing an the extended the explanation	<ul> <li>Propositional Knowledge</li> <li>✓ Narrative voice and perspective</li> <li>✓ Word classes</li> <li>✓ Imagery and Figurative Language</li> <li>✓ Sentence types and forms</li> <li>✓ Use of direct speech</li> <li>✓ Narrative Structure</li> <li>✓ Characterisation</li> </ul>	Procedural Knowledge         (A01, AO2, A04, AO5 and AO6)         ✓       Reading for meaning         ✓       Selecting, retrieving and embedding quotations         ✓       Inference         ✓       Analysing language         ✓       Developing explanations         ✓       Planning and writing a cohesive narrative/descripti on	and for	er ic Structure	Procedural Knowledge         (AO1 and AO2)         ✓       Reading for         meaning         ✓       Selecting and         retrieving       quotations         ✓       Analysing language         ✓       Developing         extended       explanation         ✓       Constructing an         extract analysis       response	✓ · ✓	positional Knowledge Context (social, historical, literary and biographical) poetic structure and form Language Features Authorial intention	<ul> <li>Procedural Knowle</li> <li>Procedural Knowle</li> <li>(A01, A02 and A03)</li> <li>✓ Reading for meaning</li> <li>✓ Selecting and retrieving quotations</li> <li>✓ Analysing lan</li> <li>✓ Developing extended explanation</li> <li>✓ Constructing comparative</li> <li>Embedding context</li> </ul>	<b>dge</b> guage a essay	Propositional Know Structure and conte whole text, feature, and word level of ✓ Speech	ent at , sentence	<ul> <li>Procedural Knowledge         <ul> <li>(A05 and A06)</li> <li>✓ Planning a whole text</li> <li>✓ Using sentence types and forms for effect</li> <li>✓ Using a range of rhetorical features</li> <li>✓ Writing with grammatical accuracy</li> <li>✓ Writing for purpose, audience and form</li> </ul> </li> </ul>	and biog ✓ poetic st form ✓ Languag	(social, I, literary (raphical) (ructure and e Features I intention (source)	<ul> <li>✓ Selectii retrievi quotat</li> <li>✓ Analysi</li> <li>✓ Develo extend explan.</li> <li>✓ Constru compa</li> </ul>	ing ions ing language ping ed	
Cultural Capital	J B Priestley as a cultural thinker and commentator J B Priestley - The British Library (bl.uk) Texts as social constructs and commentary Democracy/ Capitalism/ Socialism/ Class structure/ Gender inequality/poverty and exploitation/patriarchy		Exposure to a wide range of 20 <sup>th</sup> Century authors and genres.		Well it's Shakespeare – what more to say. <u>Tragedies - The British Library (bl.uk)</u> Tragic Conventions/ The Petrarchan Lover/ Autocracy/ Patriarchy/Social Unrest/ Medieval values		them The p world	Exposure to range of poets across time exploring themes such as: The presentation of war/ the sublime/ the natural world/ place/ and identity. Poetic movements include: Romanticism, Victorian, Modernist and Post Modern.		l lude:	Exposure to range of knowledge and techniques that enhance their ability to communicate for purpose, audience and form. Explores and teaches the power of RHETORIC – ethos, logos and pathos – and develops oracy skills through Spoken Language NEA.			Exposure to range of poets across time exploring themes such as: The presentation of war/ the sublime/ the natural world/ place/ and identity. Poetic movements include: Romanticism, Victorian, Modernist and Post Modern					
Assessment Points	<ol> <li>Week 7: Lessons 23/24 Whole Text Essay 34 mark response</li> </ol>		<ol> <li>Week 8: Core Knowledge Test An Inspector Calls</li> <li>Week 11: Mini Assessment Reading Skills Fiction (1 lesson)</li> <li>Week 14: Narrative Writing Assessment 40 mark response</li> </ol>		1. Week 20: Shakespeare Core Test			1. 2.	Week 22: Shakespeare Assessment     Week 26: Poetry Comparison Essay			1. Week 27: Core Te 2. Week 31: Spoken	<ol> <li>Week 34: Core Knowledge Test Poetry</li> <li>Week 35/36: End of Year Assessments</li> </ol>						
Homework	Knowledge Organiser self-quizzing tasks and Seneca Units An Inspector Calls		Knowledge Organiser self-quizzing		Knowledge Organiser self-quizzing tasks and Seneca Units on Shakespeare Text				Knowledge Organiser self-quizzing tasks and Seneca Units on Poetry			End of Year exam p	Knowledge Organiser self-quizzing tasks and Seneca Units on Poetry End of Year exam preparation						
ECC Student Characteristics	Integrity; Power of Education; reflective practitioners; Tolerance and Empathy. The nature of the text explores our integrity, compassion and responsibility towards one another within society. It examines key concepts of democracy and social responsibility, encouraging learners to empathise with those in different positions to themselves.		Creativity; Communicate Effectively The creative writing section of this unit focuses on the ability to communicate with purpose and clarity whilst allowing learners to express their creative flair in the written form.		Resilient Individuals; Power of Education; Growth Mindset: Be Knowledgeable; Deeply Understand The Shakespeare study is often regarded as a challenging topic. Learners will learn resilience in tackling a tricky text and develop their curiosity about the Shakespearean world and its concepts. This unit deepens their knowledge of drama, revisiting concepts from their first unit.			Toler By its comm trans are n their	Power of Education; Communicate Effectively; Tolerance and Empathy. By its very nature, this unit focuses learners on how to communicate effectively in a wide variety of transactional writing forms and the spoken word that are necessary in everyday life. They learn to formulate their own opinions and develop cogent lines of argument whilst using a range of rhetorical devices.			Tolerance and Empathy; Power of Education; Resilience; Be Knowledgeable; Deeply Understand; Skilled in applyin knowledge. The AQA Power and Conflict Poetry Anthology explores a range of different themes that allow learners to empathise understand a multitude of different perspectives and feelings nature, war, power. identity and authority. It encoura learners to be curious about the world around them and challenge received concepts. The integration of context de that learners are knowledgeable about the contextual background to poems and engage deeply with the poet's inte message. In this unit, learners will become increasingly skilled in applying their analytical knowledge and essay writi skills introduced in previous units.					pathise and ncourages text demands t's intent and		
Connection to future learning (When is this developed / revisited)?	Developed: Whole text study of A Christmas Carol revisits core concepts. Play study developed in teaching of Shakespeare with links to patriarchy and gender. All procedural knowledge is revisited. Knowledge Interleaving: N/A		Developed: Reading skills developed in Non-fiction Reading and Writing Unit in Year 11 and within study of all Literature texts. <b>Knowledge Interleaving:</b> Five a Day retrieval tasks on An Inspector Calls at the start of lessons in Autumn 2 – twice a week		Developed: Text will be returned to in Year 11 in revision unit			revis <b>Knov</b> Shak	Developed: Texts will be returned to in Year 11 in revision unit Knowledge Interleaving: Five a Day retrieval tasks on Shakespeare at the start of lessons in Autumn 2 – twice a week			Developed: further English Language in Knowledge Interlea poems at the start o	Developed: Knowledge and skills in poetry are revisited on Year 11 in the Unseen Poetry Unit and revision lessons. <b>Knowledge Interleaving:</b> Five a Day retrieval tasks on war poems at the start of lessons in Autumn 2 – twice a week						

onal writing unit Paper 2	Developed: Knowledge and skills in poetry are revisited on Year 11 in the Unseen Poetry Unit and revision lessons.
retrieval tasks on war	
umn 2 – twice a week	Knowledge Interleaving: Five a Day retrieval tasks on war poems at the start of lessons in Autumn 2 – twice a week