

Year 9 into 10:

In the Spring Term, students studied a range of famous speeches, exploring the use of language and rhetoric, as well as creating their own speech for an imagined audience to put across their own point of view. These ideas are mirrored within KS4 when students study the Language paper 2 within year 10 and 11, and therefore any of the key ideas that students missed will be recovered at this point. A pre-reading study of Jekyll and Hyde in the Summer Term, also introduces students to Victorian vocabulary and context which supports study for both the Language unseen extracts as well as analysis and reflection for the Literature. These skills will be further explored throughout KS4 in preparation for both the Literature exams, which starts in year 10 with the Power and Conflict poetry, and Language paper one. Therefore, any gaps in knowledge will be identified at that point and further input put in place as and when needed.

English – Year 10 Unit Poetry Anthology: Conflict and Power (Lit Paper 2)				
What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain? ¹	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like? ²	<u>Implementation</u> How does this build on prior learning? ³	What additional resources are available?
Study of the Power and Conflict cluster of poems applying relevant contexts, as well as analytical and comparative skills, to dissect and explore poetry.	<u>Knowledge</u> explain the definitions of ‘power’ and ‘conflict’; the contexts relating to each poem in the anthology cluster; poetry specific terminology; the content and meanings of each poem <u>Understanding</u> how to compare texts; how to critically approach a poem; how to apply poetry specific terminology; how to select appropriate comparisons <u>Skills</u> explain the connections between	Knowledge of the relevant contexts of each poem in the power and conflict cluster Ability to analyse poetry for intended meanings and/or effects Able to comment on methods, using poetry specific terminology to analyse language and structure Relevant and clear comparisons between poems	Key Stage 3 SQUAD style paragraphs Year 8 War Poetry unit – knowledge of some relevant context, poets and terminology related to poetry Year 9 Poetry unit – knowledge of comparative essay writing, knowledge of some relevant context, poets and terminology related to poetry	<u>Lead PowerPoint</u> <u>Ozymandias</u> animated version: https://www.youtube.com/watch?v=sPLSH6n37ts BBC Teach introduction: https://www.youtube.com/watch?v=tRWbo2x5lnA <u>London</u> read by Idris Elba: https://www.youtube.com/watch?v=AcmWSKqcJro BBC Teach: https://www.youtube.com/watch?v=6BERjLZzuOg <u>The Prelude</u> reading: https://www.youtube.com/watch?v=g7QKMh7VJog BBC Teach: https://www.youtube.com/watch?v=EGn1llx_3o4 <u>My Last Duchess</u> dramatisation version 1: https://www.youtube.com/watch?v=RbTHQjobJIM dramatisation version 2: https://www.youtube.com/watch?v=8tRRmABj51w <u>The Charge of the Light Brigade</u> Dramatization: https://www.youtube.com/watch?v=S93lvQ4Ukg8 BBC 4 Podcast: https://www.youtube.com/watch?v=Fw_noT-hFQo <u>Exposure</u> - Reading: https://www.youtube.com/watch?v=qswRYfZYUs4 - BBC documentary about Wilfred Owen: https://www.youtube.com/watch?v=zsPdEgC0wdk

	poems and their contexts; analyse writers' methods (language and structure) and explain their effects; write SQUAD paragraphs to answer related questions; compare poems in a clear way; independently interpret and respond to poetry	Independently interpret and respond to poetry	Storm on the Island - Reading: https://www.youtube.com/watch?v=xSmmRXq2g6Y - Conflict in Ireland context: https://www.youtube.com/watch?v=y5kvWpk51Qs Bayonet Charge Dramatisation: https://www.youtube.com/watch?v=JuCDjyCysAY - 'Going over the top' context: https://www.youtube.com/watch?v=GtEL3GCEYlg Remains - Reading and clip from 'The Not Dead: (explicit language warning near end of poem) https://www.youtube.com/watch?v=2DHWqppktFo Poppies - Reading https://www.youtube.com/watch?v=4_Ap7ZdWz0Y - Jane Weir discusses 'Poppies': https://www.youtube.com/watch?v=r8QlcYdJPG0 War Photographer - Dramatisation: https://www.youtube.com/watch?v=B_trzujXt8k - Interview with a war photographer: https://www.youtube.com/watch?v=OVZe4rQKcls - Analysis article: https://owlcation.com/humanities/Analysis-of-Poem-War-Photographer-by-Carol-Ann-Duffy Tissue - Reading by Dharker (no strong language as advertised): https://www.youtube.com/watch?v=a_zmCWgbzso The Emigree - Reading: https://www.youtube.com/watch?v=Y5rSwew04MM - Interview with Syrian refugee children – the love of a war torn home: https://www.youtube.com/watch?v=WARQID-U-Jg Kamikaze - Dramatisation: https://www.youtube.com/watch?v=Q1P75GgCATk - The Guardian 'The Last Kamikaze': https://www.youtube.com/watch?v=F3qoNE4XwhM Checking Out Me History - Reading (misses the first line but performed by Agard): https://www.youtube.com/watch?v=e1ttafRqM8w - John Agard discusses his poem: https://www.youtube.com/watch?v=LFV_06_UidI
--	---	--	---

[English] - Year 10 Unit Language Paper 1 - Autumn 2

What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain? ¹	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like? ²	<u>Implementation</u> How does this build on prior learning? ³	What additional resources are available?
Study of fiction texts; How to use structure and language to craft a creative text.	Knowledge: Acquire a wide vocabulary; The correct usage of a range of punctuation; The acquisition of a range of technical terms, including those required to discuss the effects of language and structure on the creation of meaning; Vocabulary appropriate to the evaluation of a literary text; The correct use of a range of sentence structures. Understanding: How language is used to create meaning; How structure is used to create meaning; How to apply grammatical terminology; How the writers' message and intentions are communicated to the reader; How to effectively apply a range of vocabulary; How to effectively apply a range of punctuation and sentence structures for clarity, purpose and effect. Skills: Read a wide range of texts, fluently and with good understanding; read critically; write effectively and coherently using Standard English appropriately; Use grammar correctly, punctuate and spell accurately; Apply a wide vocabulary, including technical terms; Listen and understand spoken language, and use spoken Standard English effectively.	An ability to explore and develop an argument in a well-structured and fluent essay. An ability to comprehend and select details from a text. An ability to effectively apply subject-terminology. An ability to analyse how a writer has used structure in order to create meaning. An ability to use knowledge gained from wide reading to write convincingly.	KS2: Identifying audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own progression. Recognising vocabulary and structures that are appropriate for formal writing. KS3: effective use of language, punctuation and structure to effectively create meaning, particularly in year 7 T3 Gothic; year 8 T3 Adventure, Suspense and Tension, and year 9 T6 Dystopia. Analytical and comparative essays throughout KS3 and KS4. Acquisition of subject-terminology throughout KS3 and KS4. Ability to effectively use a wide range of vocabulary, sentence structures and punctuation throughout KS3 and KS4.	CGP English Language AQA Practice Papers. York Notes for GCSE Language and Literature Writing Skills Revision Exam Practice. AQA GCSE English Language Papers 1 and 2 Revision Guide: Get Inside the Examiner's Head – Darren Coxon.

English Literature- Year 10, Spring 1 and 2 Macbeth

What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain? ¹	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like? ²	<u>Implementation</u> How does this build on prior learning? ³	What additional resources are available?
Close textual reading of Macbeth, along with explorations of context, and the play in performance	Knowledge: Machiavelli vs chivalry; The supernatural and links to King James and the Elizabethan/Jacobean era; Gothic imagery and the importance of darkness and death imagery; Jacobean theatre and its role in society; Political aspirations within the play, and different forms of rule within the play; Gender roles and Elizabethan expectations; Symbolism of blood, light, sleep, hands Understanding: How different forms of language are used by different characters; How the following themes are expressed and the role they play in the storyline: Religion and religious imagery, Good vs Evil, Ambition, 'manliness', Magic and the supernatural, The role of women, Power and rule, Honour and Morality, Treachery, Fate and destiny, Madness, sleep and dreams, Kingliness, nobility and respect; How lies, obsession and duplicity drive the characters and the storyline; the role the main characters play within the storyline Skills: How to write analytical essays, starting with thesis statements; how to select key quotations from extracts; how to include references to elsewhere within the play; using context to add to arguments	-The ability to structure an essay, focusing on how to construct and ARGUMENT in answer to the question -The ability to memorise key quotations and references - The confidence to formulate arguments and perspectives about Shakespeare's intentions and what he wanted to achieve in the play. -Using key terms and vocabulary confidently The ability to broaden the argument from the extract to the play as a whole, contextualising it in the storyline	Year 7 - Gothic, looking at conventions and imagery Year 7 – Introduction to Shakespeare and 'A Midsummer Night's Dream' Year 8 - Shakespeare, looking at the context, examples of language and character types, Romeo and Juliet Analytical essays throughout KS3 and KS4	British library for explanation and articles: https://www.bl.uk/works/macbeth No Fear Shakespeare version: https://hibsenglish.weebly.com/uploads/7/2/3/6/7236232/macbeth_no_fear_script.pdf Spark notes: https://www.sparknotes.com/shakespeare/macbeth/ BBC bitesize: https://www.bbc.co.uk/bitesize/topics/zgq3dmn Over and above homework tasks on sharepoint

[English] - Year 10 Unit Summer 1 Language paper 2

What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain?¹	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like?²	<u>Implementation</u> How does this build on prior learning?³	What additional resources are available?
Critical reading and comprehension Summary and synthesise Evaluation of a writer's choice of vocabulary, form, grammatical and structural features Produce clear and coherent texts Write for impact	Reading Knowledge: Using linguistic and literary terminology accurately. Understanding How writers influence readers through manipulation of language, structure and form. The structure of paper 2 language; Familiarity with a range of non-fiction and literary non-fiction texts from the 19th, 20th and 21st century. Skills Reading fluency. Identify and interpreting information. Summarising and synthesising information. Reading in different ways for different purposes. Supporting a point of view with evidence from a text. Identifying bias. Inferring and deducing meaning. Comparing writers' viewpoints and ideas. Writing Knowledge Conventions of text types – speeches, articles, leaflets and letters Understanding How to convey a point of view through your own writing; How to structure your own writing for impact. Skills Writing effectively for different purposes. Use of linguistic devices and structural features. Acquire and apply a wide vocabulary. Writing in Standard English appropriately.	An ability to explore bias and viewpoint effectively within different texts An ability to comprehend and select details from a text, exploring layers of meaning within language. An ability to effectively apply subject-terminology. An ability to synthesise and compare texts effectively An ability to use knowledge gained from wide reading to write convincingly. An ability to structure more formal pieces of writing to suit specified forms and purposes.	Year 7: Dystopia: the comparison of two texts, exploration of bias and non-fiction writing Year 8 War: the exploration of non-fiction texts and the comparison of viewpoints as presented within two texts Year 9: Powerful People, exploring viewpoints and rhetorical devices.	AQA English Language Reading Support Booklet – this includes a wide range of texts from the 19th, 20th and 21st century AQA digital anthology AQA marked and annotated student responses are also available online Online resources including Youtube materials e.g. Mr Bruff online tutorials Textbooks Past papers

[English] - Year 10 Unit Summer 2 An Inspector Calls Autumn 1

What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain?	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like?	<u>Implementation</u> How does this build on prior learning?	Additional resources available?
Literature paper two, the first question on the paper. Students will choose one essay question to answer from a possible two. 20 th C. Fiction	<u>Knowledge:</u> Political Perspectives (Capitalism and Socialism); Social and Moral beliefs within the play; Responsibilities (familial and societal); Early 20th Century life: Gender; Age; Social Class and how it was seen within Britain <u>Understanding:</u> Students must have a clear idea of the sequencing of action within the play; Close examination of Arthur, Sybil, Sheila, Eric, Gerald and the Inspector; The play as a text type, looking at staging – especially scenes of tension and sequencing/order of events conveyed; how social class, politics and social responsibility/equality are presented in the play; what the political aspirations within the play are, and the different representations of class within the play; how the structure and content of the opening foreshadow the events in the rest of the play; how the use of metaphor and figurative language conveys attitudes and perspectives; what the use and impact of stage directions is on meaning and effect; How the characters' language changes throughout the play and a focus on structure (mummy to mother etc) <u>Skills:</u> Exploding quotations to explore layers of meaning, identifying techniques used and why they are used (effects and impact created); SQuAD paragraphs of analyse to justify viewpoints and perspectives and analyse writer's intentions; Making links between theme or character development across the play to consolidate your idea and perspectives on the play; How to write a well-structured and argued essay	-The ability to structure an essay, focusing on how to construct an ARGUMENT in answer to the question -The ability to memorise key quotations and references -The confidence to formulate arguments and perspectives about Priestley's intentions and what he wanted to achieve in the play. -Using key terms and vocabulary confidently: Dramatic irony Metaphor Foreshadowing Personal pronouns and direct address	Links to previous learning: Year 7 – Novel, A Midsummer Night's Dream Year 8 –; Romeo and Juliet Year 9 – Novel; Analytical essays throughout KS3 and KS4 Lead into future learning: KS5 – A Streetcar Named Desire and The Great Gatsby and The Importance of Being Earnest	-Knowledge Organiser -The play script -Media server versions -CPG revision guide -AQA home page -BBC Bitesize -SENCA learning -websites www.bl.uk/works/aninspectorcalls www.bbc.com/bitesize/topics/