

Subject: English Year: 10 Ability: All

Term / Date(s)	Half-term 1	Half-term 1	Half-term 2-3	Half-term 3-4	Half-Term 4-5	Half-Term 5	Half-term 6	Half-term 6	
Topic	Eduqas English Language Component 1 Section A: Fiction reading (3 weeks)	AQA English Literature Post-1914 Drama: ‘An Inspector Calls’ 1-2 weeks	Eduqas English Language Component 2 Section A: Non-fiction (4 weeks)	AQA English Literature 19th Century Novel: ‘A Christmas Carol’ by Charles Dickens	Eduqas English Language Component 1: Creative Prose	English Literature Paper 1 Shakespeare ‘Macbeth’ by William Shakespeare	AQA English Literature Paper 2: Unseen Poetry (1 week)	Eduqas English Language Component 2, Section B: Transactional Writing	Year 10 mock exam preparation (3 weeks)
Topic overview Pupils will learn...	How to identify and interpret information and ideas from a range of fiction extracts. They will also learn how to analyse language and structure to understand how writers influence the reader.	How to revisit and retain key elements of their post-1914 novel	How to identify and interpret information and ideas from a range of non-fiction extracts. They will also learn how to analyse language and structure to understand how writers influence the reader. Students will learn how to synthesise and compare evidence from different non-fiction texts.	How to analyse a Victorian writer’s creation of character, use of language and construction of plot interleaved with linked thematic poetry to explore wider contextual ideas to show understanding of the moral message of a text in preparation for a GCSE examination.	How to use language creatively and imaginatively to construct an extended narrative with a sustained plot and convincing characterisation.	Students will read ‘Macbeth’ in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.	How to interpret the meaning of unseen poems, and to analyse the language, themes and structure of each individual poem. Students will also learn how to compare meaning, language, themes and structural features across the poems presented.	How to write for a variety of transactional writing purposes and for a range of audiences.	How to revisit and retain key elements of their post-1914 novel, poetry and Eduqas English Language Component 1, Section A skills.
Components	Students will read and understand a range of fiction texts in order to make accurate inferences. Students will select relevant, concise quotations in order to support an accurate viewpoint. Students will read and evaluate a section of a	Students will return to and embed the skill to read and understand a range of fiction texts in order to make accurate inferences. Students will practise and develop the skill to select relevant, concise quotations in order to support an accurate viewpoint.	Students will read and understand a range of non-fiction texts, including a 21 st and 19 th Century resources, in order to make accurate inferences. Students will select relevant, concise quotations in order to support an accurate viewpoint.	Students will explore the Victorian context and how this is portrayed within the novel in order to understand society’s attitudes to the poor and the Victorian approach to Christmas. Students will read; discuss literal and inferred meaning; and explore events, relationships, actions or	Student will use a five-part story structure in order to create a cohesive and fluid narrative. Students will use descriptive language (including imagery, pathetic fallacy and figurative language) in order to create effective settings	Students will learn to understand and explore the relationships between texts and the contexts in which they were written to develop a deeper understanding of the meanings and ideas. Context should focus on Jacobean England,	Students will read, understand and interpret meaning in unseen poems in order to understand a poet’s message. Students will explore how poets use language, form and structural devices when conveying a theme or message in order	Students will use examples of formal letters, informal letters, speeches, and articles covering a range of topics and issues to use as a stimulus for students’ own extended writing. Students will understand the varying formats and	Students will return to and embed the skill to read and understand a range of fiction texts in order to make accurate inferences. Students will practise and develop the skill to select

<p>fiction extract in order to come to a considered judgement.</p> <p>Students will accurately identify language features in order to comment on the effect of this on the reader.</p> <p>Students will be able to use the quote/comment technique successfully in order to write concisely and cover a range of textual references.</p>	<p>Students will use the key theme of exploitation as a starting point to revisit the plot, characters and contexts of the text and explore them in greater detail to support and develop an interpretation in an extended analysis</p>	<p>Students will read and evaluate non-fiction texts in order to come to a considered judgement.</p> <p>Students will accurately identify language and structural features in order to comment on the effect of this on the reader.</p> <p>Students will be able to use the quote/comment technique successfully in order to write concisely and cover a range of textual references.</p> <p>Students will synthesise information and ideas from two sources in order to show ability to retrieve explicit and implicit details.</p> <p>Students will compare writers' ideas and perspectives across two non-fiction texts.</p>	<p>events in order to interpret ideas within the text and the motivations of the characters.</p> <p>Students will use apt reference to the text, including concise, direct quotations, in order to develop a convincing and informed personal response in their own analysis writing.</p> <p>Students will explore themes and ideas within the text with consideration of the writer's social, historical and cultural context in order to develop a considered interpretation of the writer's intentions.</p> <p>Students will explore how Dickens creates character and how characters develop or change across the novella in order to show consideration of how structure is used to influence the reader.</p> <p>Students will identify the writer's choice of vocabulary, grammatical and structural features in order to evaluate how a writer creates meaning and effects.</p> <p>Students will use a critical style in order to structure and develop an effective argument.</p>	<p>and characterisation.</p> <p>Students will use language techniques and structural devices to create tension in order to engage a reader.</p> <p>Students will use varied sentence types, sentence structures and paragraphing to support cohesion and to engage and sustain the reader's interest.</p> <p>Students will learn to use accurate spelling, punctuation and grammar in order to write with clarity and precision.</p>	<p>King James and the supernatural, the Great Chain of Being and the role of women.</p> <p>Students will know how to read, understand and respond to texts in order to confidently analyse a text independently.</p> <p>Students will use textual references, including quotations, to support and illustrate interpretations.</p> <p>Students will know how to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Students will understand how to identify and analyse a theme in order to develop a considered interpretation of the writer's intentions.</p> <p>Students will be able to maintain a critical style and develop an informed personal response in order to express a point of view and thoughts on a text.</p>	<p>to analyse writers' methods.</p> <p>Students will explore poetry by reading and re-reading poems to uncover their deeper meaning in order to analyse an unseen poem successfully.</p> <p>Students will use concise quotations and textual references to support and develop interpretation and comparisons in order to support a viewpoint.</p> <p>Students will explore how writer's use poetic devices to convey themes in order to draw comparisons across poems.</p> <p>Students will use a critical style in order to structure and develop an effective argument.</p>	<p>layouts for each of the transactional writing types to see how each transactional writing piece may differ from another.</p> <p>Students will incorporate a variety of rhetorical devices to suit a range of forms, audiences and purposes.</p> <p>Students will practise each of the necessary formats using a variety of question titles to ensure students know the accurate layout for each type of question.</p> <p>Students will revise and practise using accurate spelling, punctuation and grammar in order to improve technical accuracy in sustained writing pieces.</p> <p>Students will use examples to identify tone and register to create writing for a variety of audiences.</p> <p>Students will incorporate a variety of sentence types and lengths and sentence openers within own writing in order for writing to be developed and ambitious.</p>	<p>relevant, concise quotations in order to support an accurate viewpoint.</p> <p>Students will develop and embed their ability to evaluate a section of a fiction extract in order to come to a considered judgement.</p> <p>Students will develop their proficiency in using the quote/comment technique successfully in order to write concisely and cover a range of textual references.</p> <p>Students will use key themes as a starting point to revisit the plot, characters and contexts of the texts and explore them in greater detail to support and develop an interpretation in an extended analysis.</p>
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What pupils should already know (prior learning components)	Students should be able to select relevant quotations to support a viewpoint Students should be able to identify and comment on the effect of techniques used by a writer Students should be able to evaluate a character.	Students should be able to make accurate inferences and select relevant textual references to support their viewpoint. Students should be familiar with the foundational details of the plot, characters and key contexts of the post-1914 text. Students should be able to use a critical style in order to structure a developed, critical analysis.	Students should be able to select relevant quotes to support a viewpoint. Students should be able to identify and comment on the effect of techniques used by a writer. Students should be able to use comparative phrases. Students should be able to evaluate.	Conventions of Victorian literature and influences on the writer (Sherlock Holmes: Y9) How characters and settings are used to develop themes and add meaning to a text (Sherlock Holmes, 20 th Century Novel: Y9) Use of supporting evidence (Sherlock Holmes, 20 th Century Novel: Y9) How to identify and analyse the writer's methods in a text.	How to use a story mountain to structure a narrative (Fictional Genre Writing: Y9). How to use language to create mood and atmosphere (Fiction Genre Writing: Y9. 19 th Century and Post-1914 Prose Study: Y9). How to craft sentences for effect (Fiction Genre Writing: Y9, Transactional Writing: Y10). How to use functional punctuation.	Throughout KS3 and KS4, students have studied a range of texts, developing their knowledge of how to consider contextual elements and how to analyse a text. Students have studied A Midsummer Night's Dream and Romeo and Juliet, thus being familiar with Shakespearean language. Students should also be able to identify and incorporate relevant textual references to support their point of view. Students have read 'An Inspector Calls'; this should have developed an understanding of how to read a	The topic will build on the poetry taught across KS3. Students should know how to identify poetic and structural devices and comment on the effect of these devices and make accurate inferences. (Y10 poetry, Y9 unseen poetry; Y8 Different Cultures poems; Y7 thematic poems) Students will know how to use concise textual references to support interpretations. (Y10 poetry, Y9 Sherlock HT1, Heroes, , ACC Y10, Post-1914 text Y10) Students will know how to analyse a writer's methods to explore meaning. (Y10 Lit texts, Y9	How to write for a variety of purposes at KS3 level (letters, speeches, articles) How to accurately punctuate writing. Consider a viewpoint other than their own. How to use stimulus materials to support their own writing. How to construct an argument in writing. How to use grammatical and structural features to write a response.	Students should be able to make accurate inferences and select relevant textual references to support their viewpoint. Students should be able to retrieve explicit and implicit information from a text. Students should be able to use a critical style in order to structure a developed, critical analysis.

						<p>playscript and the conventions of plays.</p> <p>Students have studied 'A Christmas Carol', developing their knowledge of how to analyse characters, themes and key events.</p>	<p>Sherlock HT1, Heroes, Poetry, ACC Y10, Post-1914 text Y10)</p> <p>Students will be familiar with using a critical writing style in structuring and developing an interpretation. (Y10 Lit texts, Y9 Sherlock, Heroes, Poetry, ACC Y10, Post-1914 text Y10)</p>		
<p>Key vocabulary pupil will know and learn</p>	<ul style="list-style-type: none"> • Heroine • Sympathy • Endeavour • Wit • Justified 	<p>Revisit:</p> <ul style="list-style-type: none"> • Working Class • Middle Class • Equitable Society • Agenda • Injustice 	<ul style="list-style-type: none"> • Conversely • Contemptuous • Satirical • Adverse • Synthesis 	<ul style="list-style-type: none"> • Avaricious • Melancholy • Isolation • Ignorance • Allegory 	<p>Revisit and retain:</p> <ul style="list-style-type: none"> • Refuge • Abolished • Abruptly • Preposterous • Fortuitous 	<ul style="list-style-type: none"> • Futile • Brutality • Paranoia • Prophecy • Duplicity • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Migrant • Sanction • Punitive • Rehabilitation • Justice 	<p>Revisit and retain:</p> <ul style="list-style-type: none"> • Working Class • Middle Class • Equitable Society • Agenda • Injustice