

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 5	Half-term 6
Topic	Eduqas English Language Component 1 Section A: Fiction reading (3 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	Eduqas English Language Component 2, Section B: Transactional Writing	Year 10 mock exam preparation (3 weeks)	AQA English Literature Paper 2: Unseen Poetry (1 week)	English Literature Paper 1 Shakespeare 'Macbeth' by William Shakespeare
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 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.	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 and Eduqas English Language Component 1, Section A skills.	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.	Students will read 'Macbeth' in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.
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 fiction extract in order to come to a considered judgement. Students will accurately identify language features	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 read and evaluate non-fiction texts in order to come to a considered judgement.	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 events in order to interpret ideas within the text and the motivations of the characters. Students will use apt reference to the text,	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 and characterisation. Students will use language techniques and structural devices to create tension in	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 layouts for each of the transactional writing types to see how each transactional writing piece may differ from another.	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, 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 to analyse writers' methods. Students will explore poetry by reading and re-reading poems to	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, King James and the supernatural, the Great Chain of Being and the role of women. Students will know how to read, understand and respond to texts in order to confidently analyse a text independently. Students will use textual references, including quotations, to support and illustrate interpretations.

	<p>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 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>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>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>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>Students will create extended writing pieces using a taught structure of introduction, three main ideas and conclusion, to ensure writing is sustained and developed.</p> <p>Students will explore a series of world issues to act as stimuli for</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 play and explore them in greater detail to support and develop an interpretation in an extended analysis.</p>	<p>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>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>Students will know how to use a range of vocabulary and sentence structures to ensure written work has clarity, purpose and effect, with accurate spelling and punctuation.</p>
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					their writing and widen their cultural understanding.			
What pupils should already know (prior learning components)	<p>Students should be able to select relevant quotations to support a viewpoint</p> <p>Students should be able to identify and comment on the effect of techniques used by a writer</p> <p>Students should be able to evaluate a character.</p>	<p>Students should be able to select relevant quotes to support a viewpoint.</p> <p>Students should be able to identify and comment on the effect of techniques used by a writer.</p> <p>Students should be able to use comparative phrases.</p> <p>Students should be able to evaluate.</p>	<p>Conventions of Victorian literature and influences on the writer (Sherlock Holmes: Y9)</p> <p>How characters and settings are used to develop themes and add meaning to a text (Sherlock Holmes, 20th Century Novel: Y9)</p> <p>Use of supporting evidence (Sherlock Holmes, 20th Century Novel: Y9)</p> <p>How to identify and analyse the writer's methods in a text.</p>	<p>How to use a story mountain to structure a narrative (Fictional Genre Writing: Y9).</p> <p>How to use language to create mood and atmosphere (Fiction Genre Writing: Y9. 19th Century and Post-1914 Prose Study: Y9).</p> <p>How to craft sentences for effect (Fiction Genre Writing: Y9, Transactional Writing: Y10).</p> <p>How to use functional punctuation.</p>	<p>How to write for a variety of purposes at KS3 level (letters, speeches, articles)</p> <p>How to accurately punctuate writing.</p> <p>Consider a viewpoint other than their own.</p> <p>How to use stimulus materials to support their own writing.</p> <p>How to construct an argument in writing.</p> <p>How to use grammatical and structural features to write a response.</p>	<p>Students should be able to make accurate inferences and select relevant textual references to support their viewpoint.</p> <p>Students should be able to retrieve explicit and implicit information from a text.</p> <p>Students should be able to use a critical style in order to structure a developed, critical analysis (A Christmas Carol).</p>	<p>The topic will build on the poetry taught across KS3.</p> <p>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)</p> <p>Students will know how to use concise textual references to support interpretations. (Y10 poetry, Y9 Sherlock HT1, Heroes, , ACC Y10, Post-1914 text Y10)</p> <p>Students will know how to analyse a writer's methods to explore meaning. (Y10 Lit texts, Y9 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>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.</p> <p>Students have studied A Midsummer Night's Dream and Romeo and Juliet, thus being familiar with Shakespearean language.</p> <p>Students should also be able to identify and incorporate relevant textual references to support their point of view.</p> <p>Students have read 'An Inspector Calls'; this should have developed an understanding of how to read a 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>
Transferrable knowledge (skills)	This topic will build on students' ability to make accurate inferences and select relevant textual	This topic will build on students' ability to make accurate inferences and select textual reference	This topic builds on students' confidence in reading, understanding and responding to a text.	This topic builds on students' ability to communicate clearly, effectively and imaginatively.	This topic builds on students' ability to communicate clearly, effectively and imaginatively.	This topic builds on students' ability to respond to exam style questions in exam conditions.	Students will further develop the skills of reading and understanding poetry to develop an informed	Through reading 'Macbeth', students will develop their cultural and contextual knowledge of the world. They will develop their confidence with reading, understanding and

	<p>references to support their viewpoint.</p> <p>This topic will build on students' ability to retrieve explicit and implicit information from a text.</p> <p>Students will build on their ability to analyse the features of a fiction text.</p>	<p>to support their viewpoint.</p> <p>This topic will build on students' ability to retrieve explicit and implicit information from a text.</p> <p>Students will build on their ability to analyse and compare features of a non-fiction text.</p>	<p>It further develops students' ability to analyse the language, form and structure used by a writer to create meanings and effects.</p> <p>It also furthers students' confidence in exploring the relationships between texts and the contexts in which they were written.</p>	<p>It further develops students' skills in organising information and ideas by developing confidence in their use of structural and grammatical structures to support cohesion and coherence.</p> <p>It also serves to further embed students' technical accuracy.</p>	<p>It further develops students' skills in organising information and ideas by developing confidence in their use of structural and grammatical structures to support cohesion and coherence.</p> <p>It also serves to further embed students' technical accuracy.</p>	<p>It further develops students' literature analysis abilities by taking a thematic approach to revisiting the text on a deeper level.</p>	<p>personal response. It will build on students' ability to use quotes to support and develop interpretations. These can be used to support the learning of other Power and Conflict poems when introduced.</p> <p>Students will be able to refer to prior knowledge of poetic devices (how to analyse poetry) in order to successfully analyse an unseen poem. This can be used to support learning of future Power and Conflict poems.</p> <p>Students will build and develop the skills of analysing language, form structure and to use subject terminology when analysing writer's techniques which can be used to support learning in other Literature texts and reading analysis in English Language.</p> <p>It will further develop students' ability to plan and structure a critical essay to develop an interpretation which can be transferred to all Literature analysis pieces.</p>	<p>responding to a text, which will prepare them for GCSE and studying literature at a higher level.</p> <p>Students will develop their use of textual references to support and illustrate interpretations.</p> <p>Students will be able to apply their knowledge of how to analyse the language, form and structure used by a writer to create meanings and effects to a range of texts across subjects and in further study.</p>
Key skills students will explore and use	<p>personification, simile, evaluation, information retrieval, inference</p>	<p>personification, simile, evaluation, information retrieval, inference, synthesis, comparison</p>	<p>Critical comprehension, inference, close language analysis, authorial intent.</p>	<p>5-part structure, sensory imagery, show not tell, tension, authorial voice.</p>	<p>Argument, rhetorical devices, tone, register, audience, pathos, ethos and logos.</p>	<p>Critical comprehension, inference, close language analysis, authorial intent, structure a response across a complete text/essay. Respond to exam</p>	<p>Simile, metaphor, personification, rhyme, enjambment, caesura.</p>	<p>Pathetic fallacy, symbolism, foreshadowing, imagery.</p>

						style questions at speed.		
Key vocabulary pupil will know and learn	<ul style="list-style-type: none"> • Heroine • Sympathy • Endeavour • Wit • Justified 	<ul style="list-style-type: none"> • Conversely • Contemptuous • Satirical • Adverse • Synthesis 	<ul style="list-style-type: none"> • Avaricious • Melancholy • Isolation • Ignorance • Allegory 	Revisit and retain: <ul style="list-style-type: none"> • Refuge • Abolished • Abruptly • Preposterous • Fortuitous 	<ul style="list-style-type: none"> • Migrant • Sanction • Punitive • Rehabilitation • Justice 	Revisit and retain: <ul style="list-style-type: none"> • Working Class • Middle Class • Equitable Society • Agenda • Injustice 		<ul style="list-style-type: none"> • Futile • Brutality • Paranoia • Prophecy • Duplicity
Assessment activities	Formative assessment: June 2017 'Lucy Faulkner' One hour, in-class assessment	Summative Assessment: June 2017 'Prisons' (One hour; 40 marks; 6 questions)	Formative Assessment: June 2017 'Struggles of the poor' In-class assessment using GCSE mark scheme. Summative Assessment: June 2018 'Scrooge's fears' In-class assessment using GCSE mark scheme.	Formative Assessment: Completed draft of a full narrative. In class assessment. 45 minutes.	Formative Assessment: Write a lively article with the title 'Life in the Time of Covid.' Summative Assessment: Recent studies have suggested smartphones are more harmful than helpful in our daily lives. Write a speech for an assembly explaining your point of view on this.' (30 minutes; 20 marks)	Summative Assessment: Eduqas English Language Paper 1 (June 2020) and AQA English Literature Paper 2 (Section A and B only)	Formative book marking of unseen poetry analysis of both Q1 and Q2.	Assessment to take place in HT1 of Year 11
Resources available	Shared area lesson resources: See English faculty Team folder. https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1690 (reading skills) https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1686 (implicit meaning) https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1045 (paper 1 approaches)	Shared area lesson resources: See English faculty Team folder. https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1690 (reading skills) https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1686 (implicit meaning) https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1684 (comparison)	https://www.bbc.co.uk/bitesize/topics/zwhkxsg https://www.sparknotes.com/lit/christmascarol/	Eduqas Narrative Writing Resources: https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1195 https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1641 (planning)	Shared area lesson resources: See English faculty Team folder. https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1644 (technical accuracy resource) https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=1047 (approaches to writing)		Shared area lesson resources: See English faculty Team folder. AQA Resources: AQA English GCSE English Literature GCSE Bitesize: What to look for in a poem - Responding to poetry - AQA - GCSE English Literature Revision - AQA - BBC Bitesize Responding to poems - Comparing unseen poems - GCSE English Literature Revision - BBC Bitesize	AQA GCSE English Literature: https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/subject-content/shakespeare-and-the-19th-century-novel Mr Bruff's detailed analysis of the text: https://www.youtube.com/playlist?list=PLqGFsWf-P-cCMpq89C0yaU5scvuYiIKuL Sparknotes: https://www.sparknotes.com/shakespeare/macbeth/ Stuart Pryke: 'How to Teach Macbeth'.
Notes Why this topic is important...	This topic focuses on an element of the GCSE English Language exam. It will provide them with the skills required to analyse	This topic focuses on an element of the GCSE language exam. Through studying GCSE language, students will improve	This topic focuses on a GCSE set text and will be on the GCSE Literature examination. Through studying 'A Christmas Carol', students	This topic focuses on narrative writing which will be on the GCSE Language exam.	This topic focuses on transactional writing which will be on the GCSE Language exam.	This topic introduces key exam technique skills and trains students in how to	This topic is important because it hones and builds on poetry analysis skills needed in order to successfully	This topic focuses on a GCSE set text and will be on the GCSE Literature examination. Through studying a Shakespeare text, students will improve their reading and literature

	<p>fiction texts. It will provide them with the skills required to analyse both fiction and non-fiction texts.</p> <p>This will also support students with analysing extracts within the Macbeth and A Christmas Carol exam questions.</p>	<p>their ability to analyse non-fiction texts. It will provide them with the skills required to analyse both fiction and non-fiction.</p> <p>This will also support students with analysing extracts within the Macbeth and A Christmas Carol exam questions.</p>	<p>will improve their reading and literature analysis skills which can be applied to their other GCSE texts.</p> <p>It further builds on students' ability to consider the impact of the social, historical and cultural context on a writer's message.</p> <p>As well as this, it introduces students to the extract plus full text response exam structure.</p>	<p>Through exploring their own creative writing, students will practise using language, form and structure to create meaning and effects in order to engage a reader which aids their study of other writers' methods in the literature units.</p>	<p>Through exploring their own writing, students will practise using language, form and structure to create meaning and effects in order to engage a reader which aids their study of other writers' methods in the literature units and in non-fiction reading.</p> <p>In addition, writing for a variety of purposes can prepare students for real-world situations.</p>	<p>use the knowledge they have been acquiring through other units.</p>	<p>analyse an unseen poem.</p>	<p>analysis skills which can be applied to a range of other GCSE texts.</p> <p>In addition, this topic will help students to develop the habit of reading widely and often, appreciating the depth and power of the English literary heritage.</p> <p>Through studying this topic, students will be able to write accurately, effectively and analytically about their reading, using Standard English.</p>
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