

Year 10	Autumn 1 6 weeks	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content:</p> <p>Knowledge:</p>	<p><u>Language Paper 2</u> <u>Non fiction extracts</u> <u>Section A and B</u> <u>Travel writing</u> <u>shelley/barbados</u></p> <p>Using a selection of extracts to study writer's views and perspectives</p> <p>Key techniques Humour</p>	<p><u>Christmas carol</u> <u>Lit paper 1</u></p> <p>19th Century Novel Pupils will read texts in full and develop a detailed understanding of the relationship between text and context. Study of the set text will be organised around exploration of character and theme.</p> <p>Victorian London Poverty class politics christmas Christian belief afterlife victorian ghost stories tradition 19th century vocabulary</p>	<p><u>Continued: A Christmas Carol</u> <u>Lit paper 1 (2 weeks for revision and assessment)</u></p> <p><u>Poetry</u> <u>Conflict and Power poetry (remaining 9 poems)</u></p> <p>Subject of the poems, contexts, poetic techniques. Exam skills</p> <p>Language/dramatic devices SPaG conventions</p> <p>Victorian London Poverty class politics christmas Christian belief afterlife victorian ghost stories tradition 19th century vocabulary</p>	<p><u>Fiction paper 1</u> <u>Then and now</u> <u>Tales with twists</u></p> <p><u>Assessment:</u> <u>Write their own tale</u></p> <p><u>Skills: endings/humour dialogue</u></p> <p><u>Competition for all students.</u></p>	<p><u>Weeks 1-3 An Inspector calls revisited</u> <u>Weeks 4-6 Unseen poetry skills</u> And writing poetry In class for competition</p> <p>Prior knowledge of AIC and context and of poems and poetic devices. Taught: skills for responding to exams</p>	<p><u>June exams mocks</u> <u>Literature paper 2</u> <u>Language paper 2</u></p> <p>Last 3 weeks: <u>Writing great speeches</u> <u>Spoken Language Study: Formally Assessed</u> <u>Presentation on a topic of the pupil's choice</u></p>
<p>Skills</p> <p>Recall of knowledge and skills will be</p>	<p>Reading: CF/E/WT/Z/I/R/WM/ER/AC</p> <p>By the end of the unit,</p>	<p>Reading: CF/E/WT/Z/I/R/WM/ER/AC/CON</p> <p>By the end of the unit, pupils should demonstrate progress</p>	<p>Reading: CF/E/WT/Z/I/R/WM/ER/AC/CON</p>	<p>Writing non fiction: Li/eng/ap/wt/f/av/so/s/a/dm/l/p</p> <p>By the end of the unit, pupils should demonstrate</p>	<p>Reading: CF/E/WT/Z/I/R/WM/ER/AC/CON</p>	<p>Writing non fiction: Li/eng/ap/wt/f/av/so/s/a/dm/l/p</p>

<p>interleaved throughout the SOW</p>	<p><i>pupils should demonstrate progress against the following Assessment Objectives: AO1: identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references</i></p>	<p><i>against the following Assessment Objectives: AO1: Read, understand and respond to texts. Students should be able to: a. maintain a critical style and develop an informed personal response b. use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</i></p>		<p><i>progress against the following Assessment Objectives: AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</i></p>		
<p>Key Question</p>	<p><i>What are layers of meaning in texts?</i></p>	<p><i>How much knowledge of AIC can I recall and how can I write effectively for an exam response?</i></p>		<p>How can I write to convey my views and opinions to interest a reader?</p>		
<p>Assessment through the unit: Low stakes questioning knowledge based assessment. Recap starter every lesson. End of unit knowledge and skills assessment.</p>	<p><i>Language paper 2 Section A questions using a past aqa paper.</i></p>		<p><i>Literature paper 1 Section B question -19th century novel Exam-Style Question, e.g. Starting with this extract, write about how Dickens portrays a character or a theme in A Christmas Carol: eg. Starting with this extract how does Dickens convey ideas about family. Write</i></p>	<p><i>2 x Writing Assessments using exam questions produced by AQA For example: 'Cars are noisy, dirty, smelly and downright dangerous. They should be banned from all town and city centres, allowing</i></p>	<p><i>Literature paper 2 A and B sections</i></p>	<p>Spoken Language GCSE endorsement NEA element Language paper 2 Literature paper 2</p>

t			<i>about this extract and the novel as a whole.</i>	<i>people to walk and cycle in peace' Write a letter to the Minister for Transport arguing your point of view on this statement.</i>		
Literacy/numeracy/SMSC/Character	Respond to unseen texts using inference and deduction. Explore how writers and viewpoints	To explore the structure and language within the novella.	To explore how writers construct meaning and formulate effective essay responses.	To explore different writing styles and how suspense is driven through language and structure.	Tier 2 and 3 vocabulary/timelines and number sequences/moral values - good v evil/changing expectations of women/masculinity and honour. World issues/humanity/ideologies/beliefs	To form a clear view point. Write and speak persuasively using powerful vocabulary and intonation.
Enrichment opportunities and futures	<p>To engage in debates around topical issues and explore different political ideologies from different times.</p> <p>Employability skills across the year</p> <ul style="list-style-type: none"> ● independent working. ● time management and organisation. ● planning and researching written work. ● articulating knowledge and understanding of texts, concepts and theories. ● leading and participating in discussions. ● negotiation and teamworking to present ideas and information. <p>Careers</p>	To explore different religious beliefs and morals. To gain a social insight into the deep social inequalities in the 19th century and compare to now.	To gain multiple insights about various conflicts around the world and across time. To gain an understanding around World War 1 and 2/Northern Ireland/The Peace Process and the effects of war on soldiers and civilians.	To enjoy reading a variety of short fiction stories with elements of surprise and shock. To discuss the moral messages found within these texts.	Skills for employment Literacy Oral Fluency: Reading and Writing Fluency	To explore inspirational speeches in history. To build confidence when writing and delivering a speech. To explore political and social opinions whilst forming a clear viewpoint.

	<ul style="list-style-type: none">● Digital copywriter.● Editorial assistant.● English as a foreign language teacher.● Lexicographer.● Magazine journalist.● Newspaper journalist.● Private tutor.● Publishing copy-editor/proofreader.					
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