

	Term 1 Language	Term 1 Literature	Term 2 Language	Term 2 Literature	Term 3 Language	Term 3 Literature
Topic	<p><u>English Language Paper 1 Reading</u></p> <p>In this unit, students will read a range of fiction texts and they will identify explicit and implicit information and analyse how language and structure are used for effect. Students will also critically evaluate texts.</p>	<p><u>19th Century Novel- A Christmas Carol</u></p> <p>Students will read ‘A Christmas Carol’ by Charles Dickens and they will explore characters, themes and ideas within the novel. They will link characters, themes and ideas to the context of the novel and they will analyse how language, structure and form is used for effect.</p>	<p><u>GCSE English Language Paper 2 Reading</u></p> <p>In this unit, students will read a range of non-fiction texts and they will identify and interpret explicit and implicit information and ideas, select and synthesise evidence from texts, analyse how language is used for effect and compare writers’ ideas and perspectives in texts.</p>	<p><u>Macbeth by William Shakespeare</u></p> <p>Students will read ‘Macbeth’ by William Shakespeare and they will explore characters, themes and ideas within the play. They will link characters, themes and ideas to the context of the play and they will analyse how language, structure and form is used for effect.</p>	<p><u>English Language Paper 1 and Paper 2- Reading and Writing</u></p> <p>In the Paper 1 unit, students will study a range of fiction extracts and they will learn and practise the skills needed to read for meaning. Students will analyse the effects of language and structure and will also practise the skill of evaluating fiction texts. Students will practise writing creatively, communicating clearly, effectively and imaginatively through descriptive writing.</p>	<p><u>An Inspector Calls by JB Priestley</u></p> <p>In this unit, students will revise a modern play called An Inspector Calls. Students will track the development of characters and themes. Students will analyse the effects of language, structure, form and context.</p> <p><u>AQA Poetry Anthology</u></p> <p>Students will study an anthology of poems which are thematically linked to power and conflict. Students will analyse how poets explore these themes through their exploration of how</p>

					<p>In Paper 2, students will read a range of non-fiction texts and they will identify and interpret explicit and implicit information and ideas, select and synthesise evidence from texts, analyse how language is used for effect and compare writers' ideas and perspectives in texts. Students will practise writing creatively, communicating clearly, effectively and imaginatively through descriptive writing.</p>	<p>poets create meaning through language, structure and form.</p>
Key Concepts	<p>Characters Themes Ideas Setting Perspectives Context Genre Language Structure Evaluation</p>	<p>Characters Themes Ideas Setting Perspectives Context Genre Language Structure Form Interpretations</p>	<p>Perspectives Summaries Language Structure Form Evaluation Quotations and references Transactional writing Tone Style</p>	<p>Characters Themes Ideas Setting Perspectives Context Genre Language Structure Form Interpretations</p>	<p>Characters Themes Ideas Setting Perspectives Context Genre Language Structure Evaluation Creative Writing</p>	<p>Characters Themes Ideas Setting Perspectives Context Genre Language Structure Form Interpretations</p>

	<p>Quotations and references Creative Writing Tone Style Register Purpose Vocabulary Sentences Paragraphs Punctuation</p>	<p>Analysis Quotations and references Terminology Vocabulary Sentence structures Tone Style Register Purpose Vocabulary Sentences Paragraphs Punctuation</p>	<p>Register Purpose Vocabulary Sentences Paragraphs Punctuation</p>	<p>Analysis Quotations and references Terminology Vocabulary Sentence structures Tone Style Register Purpose Dramatic devices</p>	<p>Perspectives Summaries Language Structure Form Evaluation Transactional writing Tone Style Register Purpose Vocabulary Sentences Paragraphs Punctuation</p>	<p>Analysis Quotations and references Terminology Vocabulary Sentence structures Tone Style Register Purpose Dramatic devices Poetic techniques</p>
<p>Learning Objectives</p>	<p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p>Compare writers' ideas and perspectives, as well as how these are</p>	<p>Read, understand and respond to texts.</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and</p>	<p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<p>Read, understand and respond to texts.</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and illustrate interpretations.</p>	<p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<p>Read, understand and respond to texts.</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure</p>

	<p>conveyed, across two or more texts.</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Use Spoken Standard English to expresses</p>	<p>illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Use Spoken Standard English to expresses sophisticated ideas/ information/feelings using a sophisticated</p>	<p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Use Spoken Standard English to expresses sophisticated ideas/ information/feelings using a sophisticated</p>	<p>used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
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	Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes, Dual coding	Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes, Dual coding	Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes, Dual coding	Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes, Dual coding	Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes, Dual coding	Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes, Dual coding
Careers input	Magazine journalist Newspaper journalist journalist Editor Publishing copy-editor Advertising copywriter Proof-reader Librarian Writer-author, poet Teacher, lecturer Marketing executive Web content manager Lawyer Paralegal	Magazine journalist Newspaper journalist journalist Editor Publishing copy-editor Advertising copywriter Proof-reader Librarian Writer-author, poet Teacher, lecturer Marketing executive Web content manager	Magazine journalist Newspaper journalist Editor Publishing copy-editor Advertising copywriter Proof-reader Librarian Writer-author, poet Teacher, lecturer Marketing executive Web content manager Lawyer Paralegal Public relations manager	Magazine journalist Newspaper journalist journalist Editor Publishing copy-editor Advertising copywriter Proof-reader Librarian Writer-author, poet Teacher, lecturer Marketing executive Web content manager Lawyer	Magazine journalist Newspaper journalist Editor Publishing copy-editor Advertising copywriter Proof-reader Librarian Writer-author, poet Teacher, lecturer Marketing executive Web content manager Lawyer Paralegal Public relations manager	Magazine journalist Newspaper journalist Editor Publishing copy-editor Advertising copywriter Proof-reader Librarian Writer-author, poet Teacher, lecturer Marketing executive Web content manager Lawyer Paralegal Public relations manager

	Public relations manager	Lawyer Paralegal Public relations manager		Paralegal Public relations manager		
Links (prior knowledge, future knowledge)	This unit of work builds on prior skills at Key Stage 3 and develops students further as they are now engaging in a scheme of learning which is examination paper focused. At Key Stage 3, they practised these skills through literature texts. This unit will prepare students for their GCSE examination in Year 11.	In this unit, students will explore characters, themes, ideas and context through the reading of this novel which is set in 19 th century London. This text is sequenced after An Inspector Calls, which is a modern GCSE text and is more accessible with language. Students have also been prepared for the studying of this text with the 2 19 th century novels at Key Stage 3, alongside the non-fiction extracts.	Students will be introduced to English Language Paper 2 for the first time. This unit will build on skills built into schemes of learning at Key Stage 3 and is sequenced after the study of English Language Paper 1. This paper has complex questions on skills such as summarising and perspective, alongside two sources to read unlike Paper 1 with one source. Paper 2 builds on Paper 1 as the language question is also in Paper 2.	This unit builds on prior learning in Year 8 where students studied Hamlet by William Shakespeare and The Crucible by Arthur Miller. It also builds on the study of An Inspector Calls at the beginning of the GCSE course. Macbeth is sequenced after these plays because it is their GCSE Literature text and the most challenging of all. The study of Macbeth prepares students for their GCSE English Literature Paper 1 examination on Macbeth.	Students will build on their Language skills and will now fully study the Reading and Writing sections of both examination papers. This builds on their prior knowledge of the Reading questions earlier in the year and their practice of both reading and writing skills at Key Stage 3. Students will consolidate the skills they have learned by practising AQA examination past papers. This will prepare students for their GCSE English Language Examinations in Year 11.	This GCSE Literature examination text is taught after the study of The Crucible and Macbeth. Students will apply their essential knowledge from the previous units in order to respond to examination questions on characters and themes in the play and to continue to develop their essay writing skills. The study of this play builds on students' prior learning at Key Stage 3 with Hamlet and The Crucible and Macbeth in Year 10 and prepares them for their GCSE Literature examination in Year 11.

		<p>Students will build on the foundational skills already in place and will continue to critically analyse writers' methods and how writers use these methods for effect. This unit will prepare students for their GCSE English Literature examination in Year 11.</p>		<p>Students will gain an understanding of Shakespeare's characters, themes and ideas and students will explore the significance of context in the play. Students will continue to analyse Shakespeare's methods and how they are used for effect, and this unit will prepare students for their GCSE examination in Year 11.</p>		<p>Students will also study the AQA Power and Conflict Poetry and a range of unseen poetry to practise the skills required for their Power and Conflict Poetry and Unseen Poetry sections of their English Literature GCSE examination. This unit builds on their poetry at Key Stage 3 and focuses on the skills required to compare ideas within two poems. This unit is placed after the study of War Poetry in Year 9 and it builds on the essential knowledge and skills gained through the study and analysis of poems. The study of the unseen poems, along with the study of the AQA Power and Conflict poems, prepares students for their GCSE English Literature Paper 1 and</p>
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						<p>2 examinations on poetry.</p> <p>In this unit, students further develop their skill in analysing how meaning is conveyed through language, structure and form in unseen poetry.</p> <p>Students learn how to respond to poetry through their engagement in a range of different poetry forms across time.</p>
Key Vocabulary	<p>Simile</p> <p>Metaphor</p> <p>Personification</p> <p>Pathetic fallacy</p> <p>Alliteration</p> <p>Assonance</p> <p>Sibilance</p> <p>Rhetorical question</p> <p>Interrogative question</p> <p>Connotation</p> <p>Emotive language</p> <p>Hyperbole</p> <p>Repetition</p> <p>Juxtaposition</p> <p>Anaphora</p>	<p>Allegory</p> <p>Capitalism</p> <p>Socialism</p> <p>Antithesis</p> <p>Motif</p> <p>Patriarchy</p> <p>Allusion</p> <p>Symbolism</p> <p>Antithesis</p> <p>Foreboding</p> <p>Stave</p> <p>Foil</p> <p>Novella</p> <p>Archetype</p> <p>Catharsis</p> <p>Misanthropy</p>	<p>Simile</p> <p>Metaphor</p> <p>Personification</p> <p>Pathetic fallacy</p> <p>Alliteration</p> <p>Assonance</p> <p>Sibilance</p> <p>Rhetorical question</p> <p>Interrogative question</p> <p>Connotation</p> <p>Emotive language</p> <p>Hyperbole</p> <p>Repetition</p> <p>Juxtaposition</p> <p>Anaphora</p>	<p>Tragic hero</p> <p>Shakespearean</p> <p>Tragedy</p> <p>Hamartia</p> <p>Hubris</p> <p>Patriarchy</p> <p>Pathos</p> <p>Catharsis</p> <p>Paradox</p> <p>Oxymoron</p> <p>Euphemism</p> <p>Hypophora</p> <p>Motif</p> <p>Dramatic Irony</p> <p>Foil</p> <p>Soliloquy</p>	<p>Simile</p> <p>Metaphor</p> <p>Personification</p> <p>Pathetic fallacy</p> <p>Alliteration</p> <p>Assonance</p> <p>Sibilance</p> <p>Rhetorical question</p> <p>Interrogative question</p> <p>Connotation</p> <p>Emotive language</p> <p>Hyperbole</p> <p>Repetition</p> <p>Juxtaposition</p> <p>Anaphora</p>	<p>Alliteration</p> <p>Allusion</p> <p>Antithesis</p> <p>Archetype</p> <p>Caricature</p> <p>Colloquialism</p> <p>Connotation</p> <p>Dramatic Irony</p> <p>Euphemism</p> <p>Foreshadowing</p> <p>Hyperbole</p> <p>Imagery</p> <p>Juxtaposition</p> <p>Metaphor</p> <p>Oxymoron</p> <p>Sarcasm</p>

	<p>Hypophora Structure Exposition Dialogue Flashback (analeptic reference) Flash forward (prolepsis) Shift in focus Declarative sentence Exclamatory sentence Semantic field Asyndetic listing Syndetic listing</p>	<p>Misanthropic Philanthropy Philanthropic Moral Purgatory The Industrial Revolution The Poor law Amendment Act Treadmill Union workhouses</p>	<p>Hypophora Structure Declarative sentence Exclamatory sentence Semantic field Asyndetic listing Syndetic listing</p>	<p>Iambic pentameter The Divine Right of Kings</p>	<p>Hypophora Structure Exposition Dialogue Flashback (analeptic reference) Flash forward (prolepsis) Shift in focus Declarative sentence Exclamatory sentence Semantic field Asyndetic listing Syndetic listing</p>	<p>Semantic field Sibilance Symbolism Irony Dramatic Irony Allegory Monologue Microcosm Morality Stage directions Exploitation Dehumanise Hypocrisy Ideology Oppression Capitalism Socialism Hierarchy Patriarchy</p> <p>Alliteration Allusion Anaphora Assonance Caesura Connotations Enjambment Hyperbole Metaphor Motif Onomatopoeia Oxymoron</p>
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						Personification Persona Repetition Rhyme Rhythm Sibilance Simile Stanza Symbolism Tone Form
Review and Assessment (including opportunities for retrieval practice)	<p><u>Summative Assessment:</u></p> <p>English Language Paper 1- Section A Reading Questions 1-4</p> <p><u>Formative assessments:</u></p> <p>Knowledge Organiser Tests</p>	<p><u>Summative assessment:</u></p> <p>GCSE English Literature Paper 1 A Christmas Carol</p> <p>How does Dickens present (a character) in the extract?</p> <p><u>Formative assessments:</u></p> <p>Knowledge Organiser Tests</p> <p>Practice assessment</p>	<p><u>Summative assessment:</u></p> <p>GCSE English Language Paper 2 Reading Questions 1-4</p> <p><u>Formative assessments:</u></p> <p>Knowledge Organiser Tests</p>	<p><u>Summative assessment:</u></p> <p>Shakespeare extract question on a character</p> <p>Shakespeare question on the extract and rest of play.</p> <p><u>Formative assessments:</u></p> <p>Knowledge Organiser Tests</p> <p>Practice assessments on</p>	<p><u>Summative assessments:</u></p> <p>English Language Paper 1 Reading and Writing</p> <p>English Language Paper 2 Reading and Writing</p> <p><u>Formative assessments:</u></p> <p>Knowledge Organiser Tests</p> <p>Practice Reading questions</p>	<p><u>Summative assessments:</u></p> <p>Essay question on a character or theme in the play</p> <p><u>Formative assessments:</u></p> <p>Knowledge organiser tests</p>

	Practice assessments on questions 1-4.	questions on how Scrooge and Marley's ghost are presented in Stave 1.	Practice assessments with diagnostic feedback	extracts- characters and themes	Practice descriptive writing tasks Practice transactional writing tasks (letters, articles, speeches)	Practice questions on characters and themes
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