Communications Faculty – English Year 10 English Language and Literature Lady Hawkins' School

	Term 1 Language	Term 1 Literature	Term 2 Language	Term 2 Literature	Term 3 Language	Term 3 Literature
Торіс	English Language Paper 1 Reading	<u>19th Century</u> <u>Novel- A</u> <u>Christmas Carol</u>	GCSE English Language Paper 2 Reading	<u>Macbeth by</u> <u>William</u> <u>Shakespeare</u>	English Language Paper 1 and Paper 2- Reading and Writing	An Inspector Calls by JB Priestley
	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.	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.	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.	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.	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.	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. <u>AQA Poetry Anthology</u> 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

					In Paper 2, students	poets create meaning
					will read a range of	through language,
					non-fiction texts and	structure and form.
					they will identify and	structure and form.
					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.	
Key Concepts	Characters	Characters	Perspectives	Characters	Characters	Characters
	Themes	Themes	Summaries	Themes	Themes	Themes
	Ideas	Ideas	Language	Ideas	Ideas	Ideas
	Setting	Setting	Structure	Setting	Setting	Setting
	Perspectives	Perspectives	Form	Perspectives	Perspectives	Perspectives
	Context	Context	Evaluation	Context	Context	Context
	Genre	Genre	Quotations and	Genre	Genre	Genre
	Language	Language	references	Language	Language	Language
	Structure	Structure	Transactional writing	Structure	Structure	Structure
	Evaluation	Form	Tone	Form	Evaluation	Form
		Interpretations	Style	Interpretations	Creative Writing	Interpretations

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

conveyed, across	illustrate				used by a writer to
two or more texts.	interpretations.	Communicate	Analyse the	Communicate	create meanings and
		clearly, effectively	language, form and	clearly, effectively	effects, using relevant
Communicate	Analyse the	and imaginatively,	structure used by a	and imaginatively,	subject terminology
clearly, effectively	language, form	selecting and	writer to create	selecting and	where appropriate.
and imaginatively,	and structure	adapting tone, style	meanings and	adapting tone, style	
selecting and	used by a writer	and register for	effects, using	and register for	Show understanding
adapting tone, style	to create	different forms,	relevant subject	different forms,	of the relationships
and register for	meanings and	purposes and	terminology where	purposes and	between texts and the
different forms,	effects, using	audiences.	appropriate.	audiences.	contexts in which they
purposes and	relevant subject				were written.
audiences.	terminology	Organise information	Show	Organise information	
	where	and ideas, using	understanding of	and ideas, using	Use a range of
Organise	appropriate.	structural and	the relationships	structural and	vocabulary and
information and		grammatical features	between texts and	grammatical features	sentence structures
ideas, using	Show	to support	the contexts in	to support	for clarity, purpose
structural and	understanding of	coherence and	which they were	coherence and	and effect, with
grammatical	the relationships	cohesion of texts.	written.	cohesion of texts.	accurate spelling and
features to support	between texts				punctuation.
coherence and	and the contexts	Use a range of	Use a range of	Use a range of	
cohesion of texts.	in which they	vocabulary and	vocabulary and	vocabulary and	
	were written.	sentence structures	sentence	sentence structures	
Use a range of		for clarity, purpose	structures for	for clarity, purpose	
vocabulary and	Use a range of	and effect, with	clarity, purpose	and effect, with	
sentence structures	vocabulary and	accurate spelling and	and effect, with	accurate spelling and	
for clarity, purpose	sentence	punctuation.	accurate spelling	punctuation.	
and effect, with	structures for		and punctuation.		
accurate spelling	clarity, purpose	Use Spoken Standard		Use Spoken Standard	
and punctuation.	and effect, with	English to expresses		English to expresses	
	accurate spelling	sophisticated ideas/		sophisticated ideas/	
Use Spoken	and punctuation.	information/feelings		information/feelings	
Standard English to		using a sophisticated		using a sophisticated	
expresses					

	sophisticated ideas/ information/feelings using a sophisticated repertoire of vocabulary. Organise and structure discussions using an effective range of strategies to engage the audience. Listen to questions/feedback, responds perceptively and elaborates with further ideas and information.		repertoire of vocabulary. Organise and structure discussions using an effective range of strategies to engage the audience. Listen to questions/feedback, responds perceptively and elaborates with further ideas and information.		repertoire of vocabulary. Organise and structure discussions using an effective range of strategies to engage the audience. Listen to questions/feedback, responds perceptively and elaborates with further ideas and information.	
Scaffolding for SEND to ensure quality first teaching		Scaffolds, Sentence stems, Spellings, Frayer models for key vocabulary, Glossaries, Disciplinary literacy reading strategies,	Scaffolds, Sentence stems, Spellings, Frayer models for key vocabulary, Glossaries, Disciplinary literacy reading strategies,	Scaffolds, Sentence stems, Spellings, Frayer models for key vocabulary, Glossaries, Disciplinary literacy reading strategies,	Scaffolds, Sentence stems, Spellings, Frayer models for key vocabulary, Glossaries, Disciplinary literacy reading strategies,	Scaffolds, Sentence stems, Spellings, Frayer models for key vocabulary, Glossaries, Disciplinary literacy reading strategies,

	Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests,	Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes,	Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes,	Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes,	Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes,	Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes, Dual coding
	Recall quizzes, Dual coding	Dual coding	Dual coding	Dual coding	Dual coding	
Careers input	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	Magazine journalist Newspaper 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 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.

Students will	Students will gain	Students will also
build on the	an understanding	study the AQA Power
foundational skills	of Shakespeare's	and Conflict Poetry
already in place	characters, themes	and a range of unseen
and will continue	and ideas and	poetry to practise the
to critically	students will	skills required for their
analyse writers'	explore the	Power and Conflict
methods and how	significance of	Poetry and Unseen
writers use these	context in the play.	Poetry sections of
methods for	Students will	their English Literature
effect. This unit	continue to analyse	GCSE examination.
will prepare	Shakespeare's	This unit builds on
students for their	methods and how	their poetry at Key
GCSE English	they are used for	Stage 3 and focuses on
Literature	effect, and this unit	the skills required to
examination in	will prepare	compare ideas within
Year 11.	students for their	two poems. This unit
	GCSE examination	is placed after the
	in Year 11.	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

						2 examinations on
						poetry.
						In this unit, students
						further develop their
						skill in analysing how
						meaning is conveyed
						through language,
						structure and form in
						unseen poetry.
						Students learn how to
						respond to poetry
						through their
						engagement in a
						range of different
						poetry forms across
						time.
Кеу	Simile	Allegory	Simile	Tragic hero	Simile	Alliteration
Vocabulary	Metaphor	Capitalism	Metaphor	Shakespearean	Metaphor	Allusion
	Personification	Socialism	Personification	Tragedy	Personification	Antithesis
	Pathetic fallacy	Antithesis	Pathetic fallacy	Hamartia	Pathetic fallacy	Archetype
	Alliteration	Motif	Alliteration	Hubris	Alliteration	Caricature
	Assonance	Patriarchy	Assonance	Patriarchy	Assonance	Colloquialism
	Sibilance	Allusion	Sibilance	Pathos	Sibilance	Connotation
	Rhetorical question	Symbolism	Rhetorical question	Catharsis	Rhetorical question	Dramatic Irony
	Interrogative	Antithesis	Interrogative	Paradox	Interrogative	Euphemism
	question	Foreboding	question	Oxymoron	question	Foreshadowing
	Connotation	Stave	Connotation	Euphemism	Connotation	Hyperbole
	Emotive language	Foil	Emotive language	Hypophora	Emotive language	Imagery
	Hyperbole	Novella	Hyperbole	Motif	Hyperbole	Juxtaposition
	Repetition	Archetype	Repetition	Dramatic Irony	Repetition	Metaphor
	Juxtaposition	Catharsis	Juxtaposition	Foil	Juxtaposition	Oxymoron
	Anaphora	Misanthropy	Anaphora	Soliloquy	Anaphora	Sarcasm

H	lypophora	Misanthropic	Hypophora	lambic pentameter	Hypophora	Semantic field
St	tructure	Philanthropy	Structure	The Divine Right of	Structure	Sibilance
Ex	xposition	Philanthropic	Declarative sentence	Kings	Exposition	Symbolism
Di	Dialogue	Moral	Exclamatory		Dialogue	Irony
Fl	lashback (analeptic	Purgatory	sentence		Flashback (analeptic	Dramatic Irony
re	eference)	The Industrial	Semantic field		reference)	Allegory
Fl	lash forward	Revolution	Asyndetic listing		Flash forward	Monologue
(p	orolepsis)	The Poor law	Syndetic listing		(prolepsis)	Microcosm
Sh	hift in focus	Amendment Act			Shift in focus	Morality
De	eclarative	Treadmill			Declarative sentence	Stage directions
se	entence	Union			Exclamatory	Exploitation
Ex	xclamatory	workhouses			sentence	Dehumanise
se	entence				Semantic field	Hypocrisy
Se	emantic field				Asyndetic listing	Ideology
As	syndetic listing				Syndetic listing	Oppression
Sy	yndetic listing					Capitalism
						Socialism
						Hierarchy
						Patriarchy
						Alliteration
						Allusion
						Anaphora
						Assonance
						Caesura
						Connotations
						Enjambment
						Hyperbole
						Metaphor
						Motif
						Onomatopoeia
						Oxymoron

						Personification Persona Repetition Rhyme Rhythm Sibilance Simile Stanza Symbolism Tone Form
Review and	Summative	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>	<u>Summative</u>
Assessment (including	Assessment:	assessment:	assessment:	assessment:	assessments:	assessments:
opportunities	English Language	GCSE English	GCSE English	Shakespeare	English Language	Essay question on a
for retrieval	Paper 1- Section A	Literature Paper 1	Language Paper 2	extract question on	Paper 1 Reading and	character or theme in
practice)	Reading	A Christmas Carol	Reading Questions 1-	a character	Writing	the play
	Questions 1-4	How does	4	Shakashaara	English Languago	
		Dickens present		Shakespeare question on the	English Language Paper 2 Reading and	
		(a character)		extract and rest of	Writing	
		in the extract?		play.		
	Formative	Formative	<u>Formative</u>	Formative	Formative	Formative
	assessments:	assessments:	assessments:	assessments:	assessments:	assessments:
		Knowledge	Knowledge	Knowledge	Knowledge	Knowledge organiser
	Knowledge Organiser Tests	Organiser Tests	Organiser Tests	Organiser Tests	Organiser Tests	tests
		Practice		Practice	Practice Reading	
		assessment		assessments on	questions	

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