

	Half Term 1 Language	Half Term 1 Literature	Half Term 2 Language	Half Term 2 Literature	Half Term 3 and 4 Language	Half Term 3 and 4 Literature
Topic	<p><u>English Language Paper 2 Revision</u></p> <p>Students will revise the essential knowledge and skills for English Language Paper 2. Students will complete examination papers in order to practice the skills for the reading and writing sections of the examination.</p>	<p>An Inspector Calls Revision Unit and AQA Power and Conflict Poetry Revision</p> <p>In this unit, students revise character, themes, ideas and context in An Inspector Calls by J.B.Priestley in preparation of their GCSE English Literature examination. Students will learn how to track characters and themes and they will practise how to write critically about them.</p>	<p><u>English Language Paper 1 Revision</u></p> <p>Students will revise the essential knowledge and skills for English Language Paper 1. Students will complete examination papers in order to practice the skills for the reading and writing sections of the examination.</p>	<p><u>Macbeth Revision and AQA Poetry</u></p> <p>Students will revise the essential knowledge and skills for their English Literature examination on Macbeth. Students will learn how to track characters and themes and they will practise how to write critically about them.</p> <p>Students will also study the English Literature Power and Conflict Poetry. Students will</p>	<p><u>English Language Paper 1 and Paper 2 Revision</u></p> <p>In English Language, students will revise the essential knowledge and skills for English Language Paper 1 and 2. Students will complete practice examination papers in order to practice the skills for the reading and writing sections of the examination.</p>	<p><u>English Literature Paper 1 and Paper 2 Revision</u></p> <p>In English Literature, students revise character, themes, ideas and context in all of their GCSE set texts. This unit prepares students for their GCSE English Literature examination. Students will learn how to track characters and explore themes, ideas and context. They will practice writing critically and will analyse the effects of language and structure with practice</p>

		<p>Students will also study the English Literature Power and Conflict Poetry. 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 poets create meaning through language, structure and form.</p>		<p>complete practice examination papers in order to practice the skills for each examination.</p> <p>AQA Poetry Anthology 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 poets create meaning through language, structure and form.</p> <p><u>Unseen Poetry:</u> Students will read and analyse a selection of unseen poems. Students will analyse how poets create meaning through</p>		<p>examination questions.</p>
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				language, structure and form and will link poems to context.		
Key Concepts	<p>Perspectives Summaries Language Structure Form Evaluation Quotations and references Transactional writing Tone Style Register Purpose Vocabulary Sentences Paragraphs Punctuation</p>	<p>Characters Themes Ideas Setting Perspectives Context Genre Language Structure Form Interpretations Analysis Quotations and references Terminology Vocabulary Sentence structures Tone Style Register Purpose Dramatic devices Poetic techniques</p>	<p>Characters Themes Ideas Setting Perspectives Context Genre Language Structure Evaluation Quotations and references Creative Writing Tone Style Register Purpose Vocabulary Sentences Paragraphs Punctuation</p>	<p>Characters Themes Ideas Setting Perspectives Context Genre Language Structure Form Interpretations Analysis Quotations and references Terminology Vocabulary Sentence structures Tone Style Register Purpose Dramatic devices Poetic techniques</p>	<p>Characters Themes Ideas Setting Perspectives Context Genre Language Structure Evaluation Quotations and references Tone Style Register Purpose Vocabulary Sentences Paragraphs Punctuation Perspectives Summaries Language Structure Form</p>	<p>Characters Themes Ideas Setting Perspectives Context Genre Language Structure Form Interpretations Analysis Quotations and references Terminology Vocabulary Sentence structures Tone Style Register Purpose Dramatic devices</p>

					<p>Evaluation</p> <p>Quotations and references</p> <p>Transactional writing</p> <p>Tone</p> <p>Style</p> <p>Register</p> <p>Purpose</p> <p>Vocabulary</p> <p>Sentences</p> <p>Paragraphs</p> <p>Punctuation</p>	
Learning Objectives	<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>Communicate clearly, effectively</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</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>Communicate clearly, effectively</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>Communicate clearly, effectively and</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</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>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 repertoire of vocabulary.</p>	<p>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>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 repertoire of vocabulary.</p>	<p>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 repertoire of vocabulary.</p> <p>Organise and structure discussions using an effective range of</p>
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	<p>sophisticated repertoire of vocabulary.</p> <p>Organise and structure discussions using an effective range of strategies to engage the audience.</p> <p>Listen to questions/feedback, responds perceptively and elaborates with further ideas and information.</p>		<p>Organise and structure discussions using an effective range of strategies to engage the audience.</p> <p>Listen to questions/feedback, responds perceptively and elaborates with further ideas and information.</p>		<p>Listen to questions/feedback, responds perceptively and elaborates with further ideas and information.</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>strategies to engage the audience.</p> <p>Listen to questions/feedback, responds perceptively and elaborates with further ideas and information.</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 used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>
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						<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>
Scaffolding for SEND to ensure quality first teaching	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,	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,	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,	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,	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,	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, Recall quizzes, Dual coding

	Recall quizzes, Dual coding	Knowledge Organiser tests, Recall quizzes, Dual coding	Recall quizzes, Dual coding	Recall quizzes, Dual coding	Recall quizzes, 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 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	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	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
Links (prior knowledge, future knowledge)	Students study revision schemes of learning on English Language Paper 2. This builds on their	This revision unit builds on prior learning of An Inspector Calls at the start of the	Students study revision schemes of learning on English Language Paper 1. This builds on their	Students study revision schemes of learning on English Language Paper 1 and English	Students study revision schemes of learning on English Language Paper 1 and 2. This builds on	Students study revision schemes of learning on English Literature Paper 1 and 2. This builds on their

	<p>essential knowledge in Year 10 and prepares students for their GCSE English Language examination on Paper 2. Students have experience of full examination papers in November and February in preparation of their GCSE examinations in the summer term.</p>	<p>GCSE course in Year 10. Students focus on Mr Birling and Sheila for their revision and examination practice of An Inspector Calls. This unit prepares students for their GCSE English Literature examination on 'An Inspector Calls.' Students will also continue their study of AQA Power and Conflict Poetry from last half term.</p>	<p>essential knowledge in Year 10 and prepares students for their GCSE English Language and Literature examinations on Paper 1 and Macbeth. Students have experience of full examination papers in November and February in preparation of their GCSE examinations in the summer term.</p>	<p>Literature Macbeth. This builds on their essential knowledge in Year 10 and year 11 and prepares students for their GCSE English Language and Literature examinations on Paper 1 and Macbeth. Students have experience of full examination papers in November and February in preparation of their GCSE examinations in the summer term. 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</p>	<p>their essential knowledge in Year 10 and year 11 and prepares students for their GCSE English Language examinations. Students will practise essential skills with past examination papers and timed examination practice.</p>	<p>essential knowledge in Year 10 and year 11 and prepares students for their GCSE English Literature examinations. Students will practise essential skills with past examination papers and timed examination practice.</p>
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				<p>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 2 examinations on poetry.</p> <p>In this unit, students further develop their skill</p>		
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				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.		
Key Vocabulary	Perspectives Summary Language Structure Form Evaluation Quotations and references Transactional writing Tone Style Register Purpose Vocabulary Sentences Paragraphs Punctuation	Alliteration Allusion Antithesis Archetype Caricature Colloquialism Connotation Dramatic Irony Euphemism Foreshadowing Hyperbole Imagery Juxtaposition Metaphor Oxymoron Sarcasm Semantic field Sibilance	Simile Metaphor Personification Pathetic fallacy Alliteration Assonance Sibilance Rhetorical question Interrogative question Connotation Emotive language Hyperbole Repetition Juxtaposition Anaphora Hypophora Structure	Tragic hero Shakespearean Tragedy Hamartia Hubris Patriarchy Pathos Catharsis Paradox Oxymoron Euphemism Hypophora Motif Dramatic Irony Foil Soliloquy Iambic pentameter	Simile Metaphor Personification Pathetic fallacy Alliteration Assonance Sibilance Rhetorical question Interrogative question Connotation Emotive language Hyperbole Repetition Juxtaposition Anaphora Hypophora Structure	Alliteration Allusion Antithesis Archetype Caricature Colloquialism Connotation Dramatic Irony Euphemism Foreshadowing Hyperbole Imagery Juxtaposition Metaphor Oxymoron Sarcasm Semantic field Sibilance

		<p>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 Personification Persona Repetition</p>	<p>Exposition Dialogue Flashback (analeptic reference) Flash forward (prolepsis) Shift in focus Declarative sentence Exclamatory sentence Semantic field Asyndetic listing Syndetic listing</p>	<p>The Divine Right of Kings</p> <p>Alliteration Allusion Anaphora Assonance Caesura Connotations Enjambment Hyperbole Metaphor Motif Onomatopoeia Oxymoron Personification Persona Repetition Rhyme Rhythm Sibilance Simile Stanza Symbolism Tone Form</p>	<p>Exposition Dialogue Flashback (analeptic reference) Flash forward (prolepsis) Shift in focus Declarative sentence Exclamatory sentence Semantic field Asyndetic listing Syndetic listing</p> <p>Perspectives Summary Language Structure Form Evaluation Quotations and references Transactional writing Tone Style Register Purpose Vocabulary Sentences Paragraphs Punctuation</p>	<p>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 Personification Persona</p>
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		Rhyme Rhythm Sibilance Simile Stanza Symbolism Tone Form				Repetition Rhyme Rhythm Sibilance Simile Stanza Symbolism Tone Form Allegory Capitalism Socialism Antithesis Motif Patriarchy Allusion Symbolism Antithesis Foreboding Stave Foil Novella Archetype Catharsis Misanthropy Misanthropic Philanthropy Philanthropic Moral Purgatory The Industrial Revolution
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						<p>The Poor law Amendment Act Treadmill Union workhouses</p> <p>Tragic hero Shakespearean Tragedy Hamartia Hubris Patriarchy Pathos Catharsis Paradox Oxymoron Euphemism Hypophora Motif Dramatic Irony Foil Soliloquy Iambic pentameter The Divine Right of Kings</p>
Review and Assessment (including opportunities for retrieval practice)	<p>Summative assessments:</p> <p>Macbeth examination question- extract and full play</p>	<p>Summative assessments:</p> <p>Macbeth examination question- extract and full play</p>	<p>Summative Assessments:</p> <p>Full examination papers English Language Paper 1 and 2</p>	<p>Summative Assessments:</p> <p>Full examination papers English Language Paper 1 and 2</p>	<p>Summative Assessments:</p> <p>Full examination papers English Language Paper 1 and 2</p>	<p>Summative Assessments:</p> <p>Full examination papers English Language Paper 1 and 2</p>

	<p>GCSE English Language Paper 1- Reading and Writing</p> <p>Formative assessments: Knowledge Organiser Tests Practice assessments with diagnostic feedback</p>	<p>GCSE English Language Paper 1- Reading and Writing</p> <p>Formative assessments: Knowledge Organiser Tests Practice assessments with diagnostic feedback</p>	<p>English Literature Paper 1 and Paper 2</p> <p>Formative assessments: Knowledge Organiser Tests Practice assessments with diagnostic feedback</p>	<p>English Literature Paper 1 and Paper 2</p> <p>Formative assessments: Knowledge Organiser Tests Practice assessments with diagnostic feedback</p>	<p>English Literature Paper 1 and Paper 2</p> <p>Formative assessments: Knowledge Organiser Tests Practice assessments with diagnostic feedback</p>	<p>English Literature Paper 1 and Paper 2</p> <p>Formative assessments: Knowledge Organiser Tests Practice assessments with diagnostic feedback</p>
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