



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

ENGLISH

INTENT

Studying English at CHS South allows learners to be submersed in a vast array of texts that will challenge, inspire and excite them. We aim to provide students with the tools and knowledge needed to learn to appreciate the beauty of language through exploration of the writer's craft. With a huge emphasis on creativity and the discovering and utilising of their voice, opinions and ideas are shared and developed through exploratory talk, which is an integral part of our curriculum. We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunity upon opportunity to explore current topics, widening their understanding of the world in which they live. Sharing our passion for this subject helps to ignite a passion for reading, writing and all things English related in our students. Some incredibly challenging texts and concepts are explored through accessible and relatable thematic links, pushing students to think outside of the box and develop their own blossoming opinions on the written word. We aim to inspire, to challenge and to help develop happy, creative and successful learners through our expertly planned, colourful curriculum.



YEAR GROUP

YEAR 10

RATIONAL / NARRATIVE

Year 10 is a Literature focused year with opportunities interspersed for students to develop the skills needed for the Language qualification. Students will have an opportunity to complete their Spoken Language unit for their English Language qualification. All students will explore their exploratory voice alongside issues, themes of texts explored, where we guide students on how to expertly craft opinions, challenge ideas and articulately present on a range of subject matters. By delving into our Literature texts students hone their analytical skills and will be well prepared to embark upon Year 11, a year of consolidation, depth, and expert analysis. Whilst the Literature curriculum is rigid at GCSE with the set texts, we explore a vast range of diverse voices and perspectives represented through the Language extracts that will make up the Year 10 Topical Language units.

TERM KNOWLEDGE

AUTUMN 1

**Literature Paper 2 AQA
Lord of the Flies - Section A**

- Plot.
- Characterisation.
- Overarching themes.
- Social and historical context.
- The methods used by the writer to convey key ideas.

AUTUMN 2

**Language Papers 1&2 AQA
Spoken Language**

- A range of fiction and nonfiction extracts from the 19th, 20th and 21st century will be explored.
- Purpose/Audience/Form
- Appreciation of writers' craft.
- Develop their ability to confidently present their ideas, consolidating their understanding of how to successfully apply the oracy protocols in a presentation for effect.

SPRING 1

**Literature Paper 1 AQA
Victorian Context and Pre 19th Century Novel**

- Plot of Jekyll and Hyde.
- Characterisation.
- Overarching themes.
- Social and historical context.
- The methods used by the writer to convey key ideas.

SPRING 2

**Literature Paper 1 AQA
Pre 19th Century Novel**

- Plot of Jekyll and Hyde.
- Characterisation.
- Overarching themes
- Social and historical context.
- The methods used by the writer to convey key ideas.

SUMMER 1

Literature Paper 2 Poetry Anthology - Section B

- The overall ideas presented in all 15 poems.
- Overarching themes.
- Social and historical context.
- The methods used by the poets to convey key ideas.

SUMMER 2

Literature Paper 2 Poetry Anthology and Unseen Poetry Section B and C & Introduction to Macbeth Literature Paper 1

- The overall ideas presented in all 15 poems.
- Overarching themes
- Social and historical context.
- The methods used by the poets to convey key ideas.

SKILLS

- Show an awareness of the writer's methods.
- Include subject terminology confidently when analysing and writing responses.

- Develop their ability to craft a persuasive piece of writing on a topic they are passionate about.
- Embed a range of effective devices for impact in their writing

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ASSESSMENT

<ul style="list-style-type: none"> Plan essays successfully to ensure that they are thoughtful and developed. Structure a coherent and sophisticated essay. Analyse the use of language and its impact on the reader. Understand the context of a text and how that links with the ideas within that text. Embed a range of quotes and references to support their ideas. 	<p>both discursive and creative based.</p> <ul style="list-style-type: none"> Develop their ability to confidently present their ideas, consolidating their understanding of how to successfully apply the oracy protocols in a presentation for effect. Exploration and analysis of language and structure used for effect within a range of texts. Summarise key ideas. Evaluate texts and form personal opinions on the content of them. Plan critical essays successfully to ensure that they are thoughtful and developed. Structure a coherent and sophisticated critical essay. Embed a range of quotes and references to support their ideas. 	<ul style="list-style-type: none"> Plan essays successfully to ensure that they are thoughtful and developed. Structure a coherent and sophisticated essay. Analyse the use of language and its impact on the reader. Understand the context of a text and how that links with the ideas within that text. Embed a range of quotes and references to support their ideas. 	<ul style="list-style-type: none"> Plan essays successfully to ensure that they are thoughtful and developed. Structure a coherent and sophisticated essay. Analyse the use of language and its impact on the reader. Understand the context of a text and how that links with the ideas within that text. Embed a range of quotes and references to support their ideas. 	<ul style="list-style-type: none"> Plan essays successfully to ensure that they are thoughtful and developed. Structure a coherent and sophisticated comparative essay. Analyse the use of language and its impact on the readers. Understand the context of the poems and how that links with the ideas within the poetry. Embed a range of quotes and references to support their ideas. 	<ul style="list-style-type: none"> Plan essays successfully to ensure that they are thoughtful and developed. Structure a coherent and sophisticated comparative essay. Analyse the use of language and its impact on the readers. Understand the context of the poems and how that links with the ideas within the poetry. Embed a range of quotes and references to support their ideas.
<p>Students will complete 2 Progress Tests across the year. Across each term there will be 5 progress checkpoints.</p> <p>The TWO progress check points within this half term will:</p> <ul style="list-style-type: none"> Ensure students recall and retain knowledge 	<p>The THREE progress check points within this half term will:</p> <ul style="list-style-type: none"> Ensure students recall and retain knowledge of question types, analysis of structural and language devices. Ensure students are developing their ability to craft 	<p>PROGRESS TEST 1 Students will complete their first Progress Test of the year. Students will be tested on their study of their Language GCSE.</p> <p>The TWO progress check points within this half term will:</p> <ul style="list-style-type: none"> Ensure students recall and retain knowledge 	<p>The THREE progress check points within this half term will:</p> <ul style="list-style-type: none"> Ensure students recall and retain knowledge of question types, analysis of structural and language devices. Consolidate the students' awareness of characters and events. 	<p>The TWO progress check points within this half term will:</p> <ul style="list-style-type: none"> Check for technical accuracy (QWC). Ensure students recall and retain knowledge of all 15 poems in their anthology, a range of poetic devices and strategies to analyse language. 	<p>PROGRESS TEST 2 Students will complete their second Progress Test of the year. Students will be tested on their study of Literature Paper 2 GCSE.</p> <p>The THREE progress check points within this half term will:</p>



HOME LEARNING

READING, WRITING, TALK, NUMERACY

<ul style="list-style-type: none"> of plot, character, theme. Consolidate the students' awareness of characters and events. Ensure that students are developing their level of analysis. Check for technical accuracy (QWC). 	<p>discursive pieces of writing.</p> <ul style="list-style-type: none"> Ensure that students are developing their level of analysis. Check for technical accuracy (QWC). 	<p>of question types, analysis of structural and language devices.</p> <ul style="list-style-type: none"> Consolidate the students' awareness of characters and events. Ensure that students are developing their level of analysis. Check for technical accuracy (QWC). 	<ul style="list-style-type: none"> Ensure that students are developing their level of analysis. Check for technical accuracy (QWC). 	<ul style="list-style-type: none"> Consolidate the students' understanding of the poems. Ensure that students are developing their level of analysis through a comparative response. 	<ul style="list-style-type: none"> Ensure students recall and retain knowledge of all 15 poems in their anthology, a range of poetic devices and strategies to analyse language. Consolidate the students' understanding of the poems. Ensure that students are developing their level of analysis through a comparative response. Ensure students respond analytically on key acts and scenes from within the play the beginning of Macbeth. Check reading and spelling skills and reading ages through baseline GL testing.
<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and they will be set in a homework booklet and set on TEAMS. There will also be one essay-based homework task this half term.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and they will be set in a homework booklet and set on TEAMS.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and they will be set in a homework booklet and set on TEAMS.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and they will be set in a homework booklet and set on TEAMS.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and they will be set in a homework booklet and set on TEAMS.</p>	<p>Students will receive weekly tasks linked to the knowledge and skills of this unit, and they will be set in a homework booklet and set on TEAMS.</p>
<ul style="list-style-type: none"> Variety of different reading strategies used when reading the book – asking questions and inferring. 	<ul style="list-style-type: none"> Variety of different reading strategies used when reading extracts from a variety of eras and in a variety of forms – asking questions and 	<ul style="list-style-type: none"> Variety of different reading strategies used when reading the play – asking questions and inferring. 	<ul style="list-style-type: none"> Variety of different reading strategies used when reading the play – asking questions and inferring. 	<ul style="list-style-type: none"> Variety of different reading strategies used when reading the poems – asking questions and inferring in particular. 	<ul style="list-style-type: none"> Variety of different reading strategies used when reading the poems – asking questions and inferring in particular.



<p>TIER 2 VOCABULARY</p> <p>TIER 3 VOCABULARY</p> <p>PSPSMC, BRITISH VALUES AND DIVERSITY</p>	<ul style="list-style-type: none"> • Writing opportunities both creative and discursive. • Oracy strategies used to debate big ideas explored in this book. 	<p>inferring as well as forming opinions.</p> <ul style="list-style-type: none"> • Writing opportunities in the form of crafting sophisticated essays in response to an extract from the 19th – 21st century. • Writing opportunities both creative and discursive using the extracts as a stimulus, honing ability to craft written pieces to achieve specific effects. • Oracy strategies used to debate big ideas explored in the extracts. Lots of exploratory talk used when planning responses to really add depth to analysis. 	<ul style="list-style-type: none"> • Writing opportunities both creative and discursive. • Oracy strategies used to debate big ideas explored in this novella. 	<ul style="list-style-type: none"> • Writing opportunities both creative and discursive. • Oracy strategies used to debate big ideas explored in this novella. 	<ul style="list-style-type: none"> • Explicit unpicking of vocabulary from the older poems. • Oracy strategies used to debate big ideas explored in the poems – helping students to draw connections between the poems. • Writing opportunities both creative and discursive in response to ideas that are present in the poems. 	<ul style="list-style-type: none"> • Explicit unpicking of vocabulary from the older poems. • Oracy strategies used to debate big ideas explored in the poems – helping students to draw connections between the poems. • Writing opportunities are both creative and discursive in response to ideas that are present in the poems. • Structure a coherent and sophisticated essay. • Analyse the use of language and its impact on the reader. • Understand the context of a text and how that links with the ideas within that text.
	Analyse Concept Theory Justify Develop	Structure Argue Create Evaluate Source	Period Interpret Context Debate Justify	Theory Interpret Significant Determine Criticise	Annotate Compare Similar Illustrate Contrast	Period Support Interpret Analyse Develop
	Descent Savagery Tyrannical Antithesis Innate Pre-modification Post-modification	Fragility Empathy Anecdote Ramification Plethora	Pre-modification Post-modification Decorum Conscience Innate	Duality Repression Etiquette Troglydye Juggernaut Pre-modification Post-modification	Caesura Sibilance Cyclical Sonnet Enjambment Monosyllabic	Metre Assonance Couplet Enjambment Narrative Verse
	Both the social and cultural background of the text will be explored alongside their reading of it to allow students to fully understand the context in which this	Students will consider the needs of society through this project and establish their own personal response to what needs to be done. Students may wish to draw on their	Both the social and cultural background of the text will be explored alongside their reading of it to allow students to fully understand the context in which this	Students will be given further opportunities to explore the morality of certain characters and the journeys and motives behind these characters. Students will explore the	This unit allows for students to develop their personal responses to poetry through the range of poets and poems from different social, cultural and religious	This unit allows for students to develop their personal responses to poetry through the range of poets and poems from different social, cultural and religious



story sits. As this novel explores ideas about a society under threat, there will be multiple opportunities for students to thoughtfully explore the behaviours they see in the novel and impact these have on society. As part of our focus on **British Values**, students will also explore the individual and instinctive responses to fear in a survival situation.

own **personal and cultural** experiences to support them with this task. In terms of **British Values**, students will be encouraged to think about how they make a positive change in the world and what they feel they could positively contribute to society.

story sits. As part of our focus on **British Values**, students will also explore the individual and instinctive responses to fear in a survival situation.

Spiritual and moral: Philosophical debate about whether humans really do have two sides to their personality, and to what extent society makes us control our true nature.

social aspects influencing Stevenson and the monarchy in the 19th Century and explore the effects of these **social** aspects on a modern audience.

backgrounds that the AQA anthology provides. Their **spiritual** development will also be demonstrated by their ability to see their own and others' perspective on life and the world around them whilst gaining further respect for different peoples' faith, feelings and values through this poetry.

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