**LSA English Long Term Plan 2022-23: *Y10 Building and securing knowledge***

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| **AUTUMN** | | **SPRING** | | **SUMMER** | | |
| **7 weeks** | **6 weeks** | **6 weeks** | **6 weeks** | **6 weeks** |  | |
| **Retrieval week:** | **Retrieval Week:** | **Retrieval Week:** | **Retrieval Week** | **Retrieval Week:** | **Retrieval Week:** | |
|  | **Ass 1: 29/10/21** |  | **Ass 2: 19/3/20** |  | **Ass 3: 7/7/20** | |
| **Unit 1 An Inspector Calls**  **(6 weeks)**  **Key knowledge:**   * Have a clear understanding of the plot, character and theme in *An Inspector Calls.* * Know and analyse the methods Priestley uses to create dramatic tension and interest for an audience. * Understand and explain Priestley’s motives for writing this play. * Examine, understand and analyse the central themes of the play and, through questioning, be able to discuss them confidently. * Be able to extend knowledge of key themes (power, equality, and responsibility) and how to approach an ‘explode the extract’ style question | **Uni t 1 An Inspector Calls (3 weeks)**  **Key knowledge:**   * Draw together learning of the play around the central themes. * Have knowledge of and use evidence to support interpretations. * Be able to write analytically in timed conditions.   **Unit 2 Poetry: Power and Place (4 weeks)**   * Hawk * Ozymandias * London * Living Space   **Key knowledge**   * Understand the main themes, ideas and attitudes in the poems, Hawk Roosting, Ozymandias, London and Living Space * Demonstrate how to analyse poetry focusing on meanings and how the poet conveys these meanings through tracking a poem. * Understand the key context of a poem/ poet and how this contributes to meanings. * Write effectively about a poem demonstrating assured academic style and register. * Understand and practice how to compare poems based on the themes of the anthology. | **Unit 3 Macbeth (6 weeks)**  **Key knowledge:**   * Build confidence with how to approach Shakespeare that began at KS3, developing the literacy skills required to sit this component of the GCSE Literature exam. * Know the plot, character development, and track the themes effectively. * Build a bank of quotations and use effectively. * Understand how to write about characters and themes on a whole text level. * Know how to approach an extract and explore how characters (and an audience) might feel, react and respond to key events in the play. * Assessment will focus on analysis and retention of details from the whole play through a timed essay response. | **Unit 3 Macbeth**  **Key knowledge:**   * Draw together learning of the play around the central themes. * Have knowledge of and use evidence to support interpretations. * Be able to write analytically in timed conditions.   **Unit 4 Language component 2**  **Non-Fiction Comprehension**  **Transactional writing (4 weeks)**   * **Magazine Article** * **Letter writing**   **Key knowledge:**   * Build on prior knowledge and experience of reading skills: * Understand and practice how to locate and retrieve information from a text * Understand and practice how to find evidence to support interpretations embedding it for fluency. * Comment effectively on how writers use methods for effect. * Evaluate a text making an informed judgement. * Understand and demonstrate how to structure an article, informal letter and a speech for an audience and purpose * Understand and use the key conventions and devices of each form. * To understand and demonstrate how to influence and convince and audience to a point of view (argue and persuade) | **Unit 5 Narrative writing and poetry (4 weeks)**   * Death of a Naturalist * The Prelude * Cozy Apologia   **Key knowledge:**   * Build and develop the narrative writing skills taught at KS3 * Develop a greater focus on the GCSE requirements in particular the structure an effective narrative and the time restrictions. * Use anthology poems as a stimulus to connect with key themes and provide inspiration for writing their own creative pieces. * Understand different viewpoints / speaker to support developing characterisation and applying to own writing. * Use vocabulary, sentence structures and punctuation to convey meaning, for effect and for impact.   **Writing opportunities**  **DOAN** – Write about a childhood memory  **Cozy Apologia** – write about a time you have had to defend your choices/decisions.  **The Prelude** – write about a time you broke the rules  **(3 weeks)** | **Unit 6 Fiction Comprehension**  **(2 weeks)**  **Key knowledge:**   * Build on prior knowledge and experience of reading skills: * Understand, demonstrate and master how to approach a range of possible question types: how questions, impression questions, tension/drama questions and excitement questions, evaluation questions. * Clearly understand the facets of the examination.   Unit 7: Poetry: Love and Relationships   * Valentine * The Manhunt * Sonnet 43 * She Walks in Beauty * A Wife in London   **Key knowledge**   * Understand the main themes, ideas and attitudes in the poems, Valentine, The Manhunt, Sonnet 43, She Walks in Beauty and A Wife in London. * Demonstrate how to analyse poetry focusing on meanings and how the poet conveys these meanings through tracking a poem. * Understand the key context of a poem/ poet and how this contributes to meanings. * Write effectively about a poem demonstrating assured academic style and register. * Understand and practice how to compare poems based on the themes of the anthology. | |
| **Why this? Why now? What next?**  Use a central text for developing student confidence at exploring a GCSE text before approaching Shakespeare.  To read, examine and appreciate a central piece of 20th Century literature.  To understand the position of a writer.  To build on skills and knowledge in KS3 and to gain a solid understanding of the requirements of GCSE Literature. | **Why this? Why now? What next?**  To build on literature skills from AIC.  To develop analytical skills including examining the context of a poet / poem to enhance understanding.  To introduce comparison skills between two texts.  To start, develop and track themes across the poetry anthology. | **Why this? Why now? What next?**  To build from AIC using targets formatively to enhance student appreciation, and ability to study a challenging text.  To build from the study of Shakespeare from KS3 appreciating the cultural, social and historical importance of a text in the cannon of English Literature | **Why this? Why now? What next?**  To build on prior non-fiction comprehension skills and writing for an audience and purpose, bridging gaps and consolidating prior learning.  To prepare students for the examination including how to revise, prepare and practice responses in timed conditions.  To set clear targets for learning. | **Why this? Why now? What next?**  To build on learning from KS3 around approaches to narrative writing.  To appreciate ideas from literature to use as a springboard for own writing.  To continue develop student enjoyment and stamina around creative writing.  To build on reading skills from AIC and Macbeth and knowledge around narrative structure, characterisation, and narrative writing devices from previous unit in the year. | **Why this? Why now? What next?**  To prepare students for the examination including how to revise, prepare and practice responses in timed conditions.  To develop analytical skills including examining the context of a poet / poem to enhance understanding.  To introduce comparison skills between two texts.  To start, develop and track themes across the poetry anthology. | |
| **SKILLS TASK** | **SKILLS TASK** | **SKILLS TASK** | **SKILLS TASKS** | **SKILLS TASK** | **SKILLS TASK** | **EOY Assessment** |
| *Assessment week: plan, prepare and write in timed conditions: essay response.*  *MARK AND BAND ON TRACKER* | *Poetry comparison Part B response – Power in Hawk Roosting and one other poem.*  *Plan, prepare and write in timed conditions.*  *MARK AND BAND ON TRACKER* | *Macbeth Part A and Part B – relationship Lady Macbeth and Macbeth; Ambition.*  *Plan, prepare and timed write.*  *MARK AND BAND ON TRACKER* | *Magazine Article task response – timed write.*  *MARK AND BAND ON TRACKER* | *Narrative writing – redraft*  *MARK AND BAND ON TRACKER* | *Part A and Part B*  *Part A Valentine* | **TBC** |
| **Paragraphs** | **Apostrophes/its & it’s** | **Commas & c/s** | **Speech marks** | **Colons & semicolons** | **Dirty 30** | |
| **Capital letters/full-stops** | **Homophones** | **Varying vocab** | **Plural endings** | **alot/aswell/infact etc** | **Inverted commas** | |