

Subject: English

Year group: 10

Department Curriculum Vision: Northwood students will develop their personal voice through a love of literature

	Autumn Term 1	Autumn Term 2
Content: (Know what...)	Power and Conflict Poetry - Man and Nature - AQA Literature Paper 2 Studying the following poems: • Poppies (last of the war poetry from year 9) • Ozymandias • London • Extract from the Prelude • My Last Duchess • Storm on the Island • Exposure By the end of the unit, students should have studied all poems in the anthology except 'Tissue', 'The Emigree' and 'Checking Out me History'	'A Christmas Carol' by Charles Dickens - AQA Literature Paper 1 Studying: • Plot, characters and key themes of the novella • Techniques used by Charles Dickens • Victorian context relevant to the novella • Approaching an extract-based question
Skills: (know how...)	Reading • Analysis of poetic language • Analysis of structural techniques • Using context to support interpretations • Comparing ideas and use of methods • Developing alternative interpretations Writing • Planning an essay • Using analytical vocabulary to develop responses	Essay writing skills: thesis statement, developing analysis, linking ideas, conclusion AO1 Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.

	• Comparing writers' methods, message and themes • Exam technique Speaking and listening • Discussion and group annotations of stanzas • Feeding back ideas to the class	AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 Show understanding of the relationships between texts and the contexts in which they were written. AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Key vocabulary	enjambment caesura juxtaposition contrast repetition motif rhyme rhythm rhyming couplets blank verse free verse alternate rhyme Volta Anguish Avarice Catharsis Compassion Corrupt	Methods Stave Flash back Circular narrative Dialogue Imagery Simile Metaphor Alliteration Unhallowed Entreaty Trifle Phantom Intimation Morose Impropriety Resolute

Criticise
Dehumanisation
Desensitised
Destitute
Exploit
Exposed
Hubris
Morality
Oppressed
Patriarchal Society
Poverty
Social Hierarchy
Sublime
Tyrant
Vulnerable

Homage
Ominous
Facetious
Solitude
Misanthropic
Congenial
Phenomenon
Transparent
Caustic
Spectre
Remorse
Benevolence
Apparition
Dirge
Opaque
Preposterous
Perplexed
Endeavour
Recumbent
Fluctuate
Supplication
Vestige
Extraordinary
Condescension
Celestial
Terrestrial
Agitation
Avarice
Tumultuous
Uproarious

		Brigands Boisterous Onslaught Irrepressible Haggard Irresistible Apprehensive Spontaneous Combustion Consolation Predicament Capacious Artifice Scabbard Jovial Apoplectic Opulence Demurely Conspicuous Heresy Penitence Rebuke Odious Shroud Pendulous Excrescence Latent Resolution Slipshod Cesspool
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		Extravagance Illustrious Array Feign Malady Plight Destitute Poverty Impoverished Social hierarchy
Mid Term Assessment	Compare how the poets present ideas about power / conflict a specified poem and one other poem. [One detailed comparative paragraph]	Starting with this extract, how does Dickens present the importance of family in A Christmas Carol? Write about: • How Dickens presents the importance of family in the extract • How Dickens presents present the importance of family in the novel as a whole [1 - 2 paragraphs]
End Term Assessment	Compare how the poets present ideas about power / conflict in a specified poem and one other poem. [whole essay]	Starting with this extract, how does Dickens show the transformation of Scrooge's character in A Christmas Carol? Write about: how Dickens show the transformation in this extract how Dickens shows the transformation in the novel as a whole. [whole essay]
	Spring 1	Spring 2
Content:	'Macbeth' - William Shakespeare - Literature Paper 1	Continuation of 'Macbeth' - William Shakespeare - Literature Paper 1

(Know what...)	Studying: • Plot, characters and key themes of the play • Techniques used by William Shakespeare • Jacobean context relevant to the play • Approaching an extract-based question	
Skills: (Know how...)	• Analysis of a Shakespearean text (language and structure) • Essay writing skills • Exam technique (including effective annotation of extract) • Integrating Jacobean context with analysis	Continuation
Key vocabulary	Iambic pentameter Trochaic tetrameter Aside Dramatic irony Simile Metaphor Soliloquy Alliteration Graphic imagery Stichomythia Sceptical Regicide Dilemma Jacobean Indecisive Immortal	Continuation

	Emasculate Ambitious Patriarchal Apparition Remorseful Justice Invincible Delusional Apathetic Divine right of kings Hubris Hamartia Catharsis Climax Tragic hero Tragic flaw	
Mid Term Assessment	Initial assessment: How is Macbeth presented at the beginning of the play? [Act 1]	Mid unit 2: How far are the witches responsible for Macbeth's violent actions? (Mid Spring 2)
End Term Assessment	Mid unit 1: How does Shakespeare present Lady Macbeth as a powerful woman? (end of Spring 1)	End of unit/PPE in June: How does Shakespeare present Lady Macbeth as a controlling character? [PPE Literature Paper 1]
	Summer 1	Summer 2
Content: (Know what...)	• AQA Language Paper 2 • Speaking and Listening Endorsement	• Speaking and Listening Endorsement • Revision for PPEs - Literature Paper 1 (Macbeth and A Christmas Carol), Language Paper 2 (Non Fiction texts) • Re-reading An Inspector Calls

Skills: (Know how...)	AO1 Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 Show understanding of the relationships between texts and the contexts in which they were written. AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Spoken Language Assessment: • Delivery • Message • Techniques • Organisation/structure	• Developing personal voice • Preparation for a career path • Building confidence and conviction • Improving and strengthen writing skills Candidates must undertake a prepared spoken presentation on a specific topic. As a guide, the duration of the whole assessment should be no more than ten minutes. The key requirements are: • Presentations must be formal but may take a wide variety of forms, including talks, debates, speeches and dialogues. • Candidates must identify the subject for their presentations in advance and agree it with their teacher. • Presentations must be planned and organised. Candidates should be advised that lack of preparation is likely to prevent access to the criteria for the higher grades. • Candidates may use pre-prepared notes, powerpoint etc. to assist them during their presentations but this is not a requirement. • As part of, or following, the presentation, candidates must listen to and respond appropriately to questions and feedback. • Where the audience is the teacher only, the presentation and dialogue must be designed in such a way that it could have a potentially wider audience than just one person (e.g. it replicates a television interview)
Key vocabulary	Advocate Ardent Defeatist Demeaning Derisive	Direct Address Anecdote Fact Opinion Rhetorical Question

Desensitised
Despondent
Detrimental
Divisive
Facetious
Farcical
Futile
Idealistic
Impassioned
Implore
Inevitable
Marginalised
Obnoxious
Paramount
Perpetuate
Poignant
Problematic
Reverent
Sensationalise
Sobering
Tolerate
Unequivocal
Direct Address
Anecdote
Fact
Opinion
Rhetorical Question
Hyperbole
Emotive Language
Statistics

Hyperbole
Emotive Language
Statistics
Triples
Counter Argument

	Triples Counter Argument	
Mid Term Assessment	Walking Talking Mock - Language Paper 2	First draft of Spoken Language Assessment speech
End Term Assessment	PPEs: • Language Paper 2 • Literature Paper 1 (Macbeth and A Christmas Carol)	Spoken Language GCSE Assessment - Students must perform a speech on any topic of their choosing to an audience
Additional information		
Homework	Reading articles, Seneca Learning tasks, Research, Practice Essay Writing, Quizzes, Creative Writing, Transactional Writing, Revision for PPEs/assessments such as creating revision cards, answering practice questions and reading model answers.	
Extra curricular and enrichment opportunities	Please check out the English supra curricular booklet for enrichment opportunities!	
Useful links that will support learning	• www.senecalearning.com • BBC Bitesize English https://www.bbc.co.uk/bitesize/subjects/zt3rkqt • Television and Film adaptations of literary works such as 'An Inspector Calls' • CGP or SNAP Revision Guides for each Literature set text.	
How parents can support learning	• Read 'Macbeth', 'A Christmas Carol', 'An Inspector Calls' and the AQA Power and Conflict poetry anthology and discuss them with your child. • Encourage your child to read regularly and in a way that challenges them. This should include fiction and nonfiction. • Check your child's homework for spelling, punctuation and grammar. Help them to make corrections and develop accurate writing skills. • Print off practice past exam papers for your child to practise and revise from. These can be found on the AQA website or	

simply typing in for example “AQA *Language Paper 2 past paper*”

- Ensure students have copies of their set texts and revision guides if possible.