

<u>Year 10 English</u>	<u>Topic</u>	<u>How is it assessed?</u>	<u>Key Words to include in study</u>	<u>Links to previous learning</u>	<u>Links to wider curriculum</u>	<u>What should students know by the end of this half term?</u>
Autumn 1	<p>Blood Brothers (1980s modern drama)</p> <p>Component 2 Non-Fiction Writing</p> <p>Transactional Writing Styles – Speeches and leaflets.</p> <p><i>Links to AO5 and AO6</i></p>	<p>Summative Assessment: Write a speech to a group of young people about the importance of family.</p> <p>Formative Assessment: Retrieval Multiple choice quiz Discussions Self-reflections Annotation Peer-assessment Mind maps Exit slip Frayer model</p>	<p>Poverty Liverpudlian Privilege Tragedy Symbolism Playwright Imagery Metaphor Contrast Personification</p>	<p>In KS3, pupils studied drama through Shakespeare and developed an understanding of dramatic conventions and form.</p> <p>Knowledge of these conventions are built upon in this unit but a modern, post-war context, provides a contrast to widen pupil understanding of drama.</p>	<p>Links to careers: playwright, actor, theatre critic, director, further academic study through extended essay writing.</p> <p>Links to other subjects: Students will explore blood brothers and the different themes/contexts the text focuses upon. The context relates to subjects such as history, humanities, personal development and using their artistic flair to produce the different pieces of creative writing.</p> <p>Links to Literacy: Students will engage with starter activities focusing specifically on SPAG skills. They will also have targeted workbooks for GCSE English practice. Students will also have SPAG booklets which are targeted for year 10s only.</p>	<p>This unit will develop the students' knowledge and understanding of non-fiction writing techniques. They learn about the importance of purpose and audience and get to experiment with techniques and vocabulary to make their writing engaging and entertaining – all whilst exploring the drama text.</p> <p>This unit fits aptly before the next half term which will have a focus upon <i>Pride and Prejudice</i>, a 19th century novel. This unit will give many the opportunity to make the link between family, relationships, and deceit.</p>
Autumn 2	<p>Pride and Prejudice by Jane Austen (19th century novel)</p> <p>Component 1 Fiction Reading</p> <p>Fiction texts based upon love, family and relationships</p> <p>Implicit and Explicit meaning</p> <p>Inferences</p> <p>Language analysis</p> <p>Making comparisons</p>	<p>Summative Assessment: Mini exert assessment – a series of questions relating key assessment objectives.</p> <p>Formative Assessment: Retrieval Multiple choice quiz Discussions Self-reflections Annotation Self-assessment Mind maps Exit slip Frayer model</p>	<p>Vex Elude Disposition Impertinent Pompous Incumbent Sneer Imprudent Contempt Reconcile</p>	<p>During KS3, students will have had a focus upon key reading skills such as implicit and explicit meaning, inferences, exploring language features.</p> <p>Students will have also begun to provide their own viewpoint on specific topics/extracts. These skills are built upon in year 10, which will then enable them to progress further in year 11.</p>	<p>Links to careers: Students may go onto using skills of analysing, skimming, scanning, retrieving key information and summarising. This will then develop or continue into the workplace.</p> <p>Links to other subjects: Students will explore the theme of love, reputation, class and family. Students will also require the use of art, history, humanities, religious studies and personal development in their lessons to produce quality pieces of work.</p> <p>Links to Literacy: Students will engage with starter activities focusing specifically on SPAG skills. They will also have targeted workbooks for GCSE English practice.</p>	<p>This unit will develop students' knowledge and understanding of fiction reading techniques. Students will learn how to interpret texts and will also develop an understanding of how to analyse in detail and think carefully about how perspectives and viewpoints are conveyed in texts.</p> <p>This unit links to Autumn 1 and continues a similar theme i.e., non-fiction reading and writing and the themes of family, love and class. This unit fits aptly before the next half term as it will give students to make their links between different themes and then be able to apply it to their next unit of study.</p>

	<i>Links to AO1, AO2, AO3 and AO4</i>				Students will also have SPAG booklets which are targeted for year 10s only.	
Spring 1	<p>The Craft of Writing</p> <p>Component 1: Narrative Writing</p> <p>Writing a children's story.</p> <p>Using a variety of sensory stimuli to inspire creativity, trialling narrative structures, finding their style and writing for pleasure, use of language for meaning, redrafting, and rewriting, narrative perspective.</p> <p><i>Links to AO5 and AO6.</i></p>	<p>Summative Assessment: Pupils to write a children's story book using Microsoft Publisher/ Word.</p> <p>Formative Assessment: Retrieval Multiple choice quiz Discussions Self-reflections Annotation Peer-assessment Mind maps Exit slip Frayer model</p>	<p>Adjective Repetition Alliteration Verb Pathetic Fallacy Exposition Rising action Falling action Climax Resolution</p>	<p>This unit brings together and develops the descriptive creative writing pupils have done in KS3 and will also prepare them to build on existing skills, ready for year 11.</p> <p>In KS3, slow writing skills were embedded and specific aspects were focused upon, so now in Y10 pupils will produce a short story and will need to consider the purpose, audience, format, and tone.</p>	<p>Links to careers: novelist, developing creativity and self-confidence.</p> <p>Links to other subjects: Students will be writing narrative pieces based on a specific theme which will relate to specific topics within history and personal development. Students will also require their IT and artistic skills to produce an engaging children's book.</p> <p>Links to Literacy: Students will engage with starter activities focusing specifically on SPAG skills. They will also have targeted workbooks for GCSE English practice. Students will also have SPAG booklets which are targeted for year 10s only.</p>	<p>This unit develops the students' knowledge and understanding of one genre. They will explore and develop setting, plot characterisations and tension: all features touched upon in KS3.</p> <p>This unit is taught now because it offers an enticing and stimulating start to this term. It is also taught now because this unit will allow students to write from a different viewpoint and learn the skills needed to create engaging and though provoking characters and settings. This unit will also teach students how to write a narrative and how to develop the different components.</p> <p>Students will develop their own self-confidence in writing their own fiction, which they will do in year 11 as part of the GCSE.</p>
Spring 2	<p>Crime and Punishment</p> <p>Component 2: Non-Fiction Reading</p> <p>Implicit and Explicit meaning</p> <p>Evaluating texts</p> <p>Reader response, skimming, scanning and close reading.</p> <p><i>Links to AO1, AO2, AO3 and AO4.</i></p>	<p>Summative Assessment: A mock exam question from a past paper specifically focusing upon the skills of evaluating.</p> <p>Formative Assessment: Retrieval Multiple choice quiz Discussions Self-reflections Annotation Self-assessment Mind maps Exit slip Frayer model</p>	<p>Susceptible Hawthorn Knoll Countenance Poignant Austere Sullen Prosaic Gilded Dithering</p>	<p>The Component 1 and 2 writing tasks are continually revisited through free writing lessons every 3 weeks, so now the Component 2 reading section is focused upon. The skills required in Component 2 Section A and this part of the exam are the same, however the key difference is being fiction and non-fiction texts. Fiction and non-fiction texts are focused upon in Year 10.</p>	<p>Links to careers: politician, mayor, MP, journalism, banking, accountancy, council jobs.</p> <p>Links to other subjects: students will be exploring the text and its context which will be embedded through all lessons. Students will explore other subjects such as religious studies, personal development, maths, and humanities. These subjects will all be embedded through the text students will be accessing in lessons.</p> <p>Links to Literacy: Students will engage with starter activities</p>	<p>This unit develops students' knowledge and understanding of implicit and explicit meaning and the method of evaluating texts. Students will delve into non-fiction texts surrounding Crime and Punishment. Students will learn how to approach several types of question and shape their own opinions. This unit is taught now because it offers a return to non-fiction following a writing unit for balance. The students will be able to look for some of the techniques they will have covered in HT1 when exploring Blood Brothers.</p>

				There is a focus in this unit on the skill of language analysis and evaluation as this is the question that students find most challenging in timed conditions.	focusing specifically on SPAG skills. They will also have targeted workbooks for GCSE English practice. Students will also have SPAG booklets which are targeted for year 10s only.	These skills are gradually building students towards the final half term in which their GCSE's will take place. Moreover, students have now had good coverage of several topics that have allowed them to express views and opinions; they have also shaped their ability to write non-fiction texts in a purposeful and engaging manner.
Summer 1	<p>Macbeth (Shakespeare)</p> <p>Component 1: Reading</p> <p>Implicit and Explicit meaning</p> <p>Language analysis</p> <p>Reader response, skimming, scanning and close reading.</p> <p>Component 2: Writing</p> <p>Letter writing</p> <p>Article writing</p> <p><i>Links to AO1, AO2, AO3, AO4, AO5 and AO6.</i></p>	<p>Summative Assessment: A mock exam question from a past paper specifically focusing upon language analysis.</p> <p>Formative Assessment:</p> <p>Retrieval</p> <p>Multiple choice quiz</p> <p>Discussions</p> <p>Self-reflections</p> <p>Annotation</p> <p>Peer-assessment</p> <p>Mind maps</p> <p>Exit slip</p> <p>Frayer model</p>	<p>Allude</p> <p>Dramatic irony</p> <p>Diabolical</p> <p>Foreshadow</p> <p>Hallucination</p> <p>Protagonist</p> <p>Tyrant</p> <p>Valliant</p> <p>Antagonist</p> <p>Supernatural</p>	<p>In KS3, pupils studied drama through Shakespeare and developed an understanding of dramatic conventions and form.</p> <p>Knowledge of these conventions are built upon in this unit which provides a detailed and widened understanding of drama. In KS3, students studied the twits, and practiced a range of skills; retrieving information, skimming, scanning and also creative writing.</p>	<p>Links to careers: writer, lecturer, professional writer, teacher and tutor.</p> <p>Links to other subjects: students will be exploring this text relating to the theme which will be embedded through all lessons.</p> <p>Students will explore other subjects such as religious studies, science, personal development, maths, and humanities. These subjects will all be embedded through the text students will be accessing in lessons.</p> <p>Links to Literacy: Students will engage with starter activities focusing specifically on SPAG skills. They will also have targeted workbooks for GCSE English practice. Students will also have SPAG booklets which are targeted for year 10s only.</p>	<p>This unit further develop students' knowledge and understanding of implicit and explicit meaning and the effects of language on the reader. Student will learn how to approach several types of question and shape their own opinions. This unit is taught now because it offers a return to a fictional unit and creative writing; specifically focusing on letters and articles.</p> <p>The students will be able to look for some of the techniques they will have covered in HT2 & 4 when exploring but the vocabulary and subject matter is now further developed.</p> <p>These skills are gradually building students towards the final half term in which their GCSE's will take place. Moreover, students have now had good coverage of several topics that have allowed them to express views and opinions; they have also shaped their ability to write non-fiction texts in a purposeful and engaging manner.</p>
Summer 2	<p>GCSE English Spoken Language Component (3 weeks)</p> <p>Poetry: Milestones and Memories (4 weeks)</p>	<p>Summative Assessment: To create their own poem based on the theme of memories.</p> <p>To complete a PowerPoint for the spoken element of their GCSE English Language.</p>		<p>Of this spoken language course, pupils will have three weeks to prepare, plan and produce a PowerPoint and one week to record.</p>	<p>Links to careers: poet, writer, interpreter, tour guide, actor, broadcaster and sales executive.</p> <p>Links to other subjects: Students will access a range of subjects through poetry and their speaking and</p>	<p>By the end of this half term, students will have engaged in lots of speaking and listening activities and lessons built around developing these skills further.</p> <p>Students will have also had the opportunity to create their own</p>

		<p>Formative Assessment:</p> <ul style="list-style-type: none"> Retrieval Multiple choice quiz Discussions Self-reflections Annotation Self-assessment Mind maps Exit slip Framer model 		<p>During KS3 years, students will have had many opportunities of lessons built around speaking and listening skills. This will now be an opportunity to further develop and reinforce those skills they have been building upon over KS3.</p>	<p>listening skills. Students will access humanities, maths, history and personal development.</p> <p>Links to Literacy: Students will engage with starter activities focusing specifically on SPAG skills. They will also have targeted workbooks for GCSE English practice. Students will also have SPAG booklets which are targeted for year 10s only.</p>	<p>PowerPoints based upon a chosen topic. Students will then build and prepare for their recordings.</p> <p>Poetry being a key component of English and allowing students to have a breadth of the curriculum, they will access a unit of poetry based on milestones and memories. This will allow students to further develop their analytical skills, comparing and contrasting and also identifying explicit and implicit meanings.</p>
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