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| SUBJECT INTENTIONS: | <ul style="list-style-type: none"> To develop imaginative and inquisitive learners, who are motivated to achieve their best, are ready to learn and who are resilient in the face of challenges; To develop learners who collaborate, communicate and challenge one another safely in mutual respect and tolerance; To instil a belief that all pupils can achieve and enjoy English, and ensure that pupils recognise the value these skills hold for life beyond school. | | | | | |
| YEAR 10 | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| IMPLEMENTATION | Topic – SHAKESPEARE (MACBETH/R&J) | Topic – SHAKESPEARE (MACBETH/R&J) | Topic – 19 TH CENTURY TEXT – A CHRISTMAS CAROL/ THE WAR OF THE WORLDS | Topic – 19 TH CENTURY TEXT – A CHRISTMAS CAROL/ THE WAR OF THE WORLDS | Topic – UNSEEN POETRY and LITERATURE REVISION | SPEECHES – TRANSACTIONAL WRITING SPEAKING AND LISTENING – SPOKEN LANGUAGE |
| Key concepts | AO1 Lit: Read, understand and respond to texts. Students should be able to: ☐ maintain a critical style and develop an informed personal response ☐ use textual references, | AO1 Lit: Read, understand and respond to texts. Students should be able to: ☐ maintain a critical style and develop an informed personal response ☐ use textual references, | AO1 Lit: 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 | AO1 Lit: 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 | AO1 Lit: Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response | AO5 Lang: - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences |



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| | <p>including quotations, to support and illustrate interpretations.</p> <p>AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO4 Lit: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | <p>including quotations, to support and illustrate interpretations.</p> <p>AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO4 Lit: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | <p>quotations, to support and illustrate interpretations.</p> <p>AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3 Lit: Show understanding of the relationships between texts and the contexts in which they were written.</p> | <p>quotations, to support and illustrate interpretations.</p> <p>AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3 Lit: Show understanding of the relationships between texts and the contexts in which they were written.</p> | <ul style="list-style-type: none"> • use textual references, including quotations, to support and illustrate interpretations. <p>AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> | <p>- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6 Lang: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p>AO7 S&L: Demonstrate presentation skills in a formal setting</p> |
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| | | | | | | <p>AO8 S&L: Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p> <p>AO9 S&L: Use spoken Standard English effectively in speeches and presentations.</p> |
| Themes | <p>- Supernatural/ambition/power/madness</p> <p>- Love/honour/conflict/fate/life and death/Relationships/light & dark/fate & fortune</p> | <p>- Supernatural/ambition/power/madness</p> <p>- Love/honour/conflict/fate/life and death/Relationships/light & dark/fate & fortune</p> | <p>- Colonialism/industrialisation/evolution/ scientific discovery/ science v. religion</p> <p>- poverty/family/Christmas spirit/redemption/ social responsibility</p> | <p>- Colonialism/industrialisation/evolution/ scientific discovery/ science v. religion</p> <p>- poverty/family/Christmas spirit/redemption/ social responsibility</p> | Unseen poetry – a range of different themes, dependent on the selected poems | Dependent on students' choice of titles. |
| Challenge | Emphasis on theme analysis (higher level skill), choice of essay question, | Emphasis on theme analysis (higher level skill), choice of essay question, | Develop alternative interpretations in essays, close links to themes, grade 9 sample responses | Develop alternative interpretations in essays, close links to themes, grade 9 sample responses | Independent annotations, development of alternative interpretations, | Extending vocabulary choices; higher-level marked exemplar |

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| | identification of tone. | identification of tone. | used as exemplars, individual reading and annotating without support. | used as exemplars, individual reading and annotating without support. | range of high-level exemplars to use as models. | materials provided from the exam boards for higher-level students; understanding of how to develop an idea into sufficient depth for a top-grade response. Selecting a challenging topic to research and speak about. Pre-recorded exemplar material from the exam board to see examples of merit and distinction presentations. |
| Support | Range of slow writing frames/scaffolding; modelled answers; marked exemplars from the exam boards; modern text | Range of slow writing frames/scaffolding; modelled answers; marked exemplars from the exam boards; modern | Range of slow writing frames/scaffolding/ structure strips; modelled answers; marked exemplars from the exam boards; visual | Range of slow writing frames/scaffolding/ structure strips; modelled answers; marked exemplars from the exam boards; visual | Teach the skill ARTWARS, guided annotations, exemplar responses, paired tasks | DAFOREST (mnemonics to cover key elements), writing frames for a range of different writing formats; six |



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| | sections, visual representations | text sections, visual representations | representations, guided reading and annotating of texts. | representations, guided reading and annotating of texts. | | paragraph structures; multiple exemplar materials; 6 paragraph structure framework for transactional writing tasks. Pre-recorded exemplar material from the exam board to see examples of pass and merit presentations. |
| Literacy focus | SPAG – 5 marks available in the assessment for accurate SPAG; clearly structured analytical paragraphs | SPAG – 5 marks available in the assessment for accurate SPAG; clearly structured analytical paragraphs | Clearly structured analytical paragraphs, clarity and cohesion of written work. | Clearly structured analytical paragraphs, clarity and cohesion of written work. | Selection of relevant terminology used appropriately. | Structuring and organising of speeches. |
| Numeracy focus | N/A | N/A | WOW – mass/ gravity/ distance from Earth to Mars; mileage calculated for the characters' journeys | WOW – mass/ gravity/ distance from Earth to Mars; mileage calculated for the characters' journeys | N/A | Timing of speeches |

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| Cross-curricular links | <p>History</p> <ul style="list-style-type: none"> - Scottish kings and historic battles - Patriarchal society and family conventions | <p>History</p> <ul style="list-style-type: none"> - Scottish kings and historic battles - Patriarchal society and family conventions | <p>Science</p> <ul style="list-style-type: none"> - Scientific discoveries and evolution <p>History</p> <ul style="list-style-type: none"> - Victorian beliefs - Industrial Revolution/ Malthus and 1834 Poor Law <p>RE</p> <ul style="list-style-type: none"> - Religion in society <p>History</p> <ul style="list-style-type: none"> - Victorian values <p>Geography</p> <ul style="list-style-type: none"> - looking at the district of London and how it's changed in 100 years | <p>Science</p> <ul style="list-style-type: none"> - Scientific discoveries and evolution <p>History</p> <ul style="list-style-type: none"> - Victorian beliefs - Industrial Revolution/ Malthus and 1834 Poor Law <p>RE</p> <ul style="list-style-type: none"> - Religion in society <p>History</p> <ul style="list-style-type: none"> - Victorian values <p>Geography</p> <ul style="list-style-type: none"> - looking at the district of London and how it's changed in 100 years | <p>Science</p> <ul style="list-style-type: none"> - environmental concerns | <p>PSHE/EPR</p> <ul style="list-style-type: none"> - students' own choice of speech topics may cover elements relating to philosophy or ethics (animal testing, for example) |
| SMSC & MBV | <ul style="list-style-type: none"> - Mental health - Relationships; suicide | <ul style="list-style-type: none"> - Mental health - Relationships; suicide | <ul style="list-style-type: none"> - Religious beliefs - Mental Health and the effects of trauma - The treatment of the poor/charity/ tolerance | <ul style="list-style-type: none"> - Religious beliefs - Mental Health and the effects of trauma - The treatment of the poor/charity/ tolerance | Bullying | <p>Speech topics can include challenging themes such as mental health, eating disorders, fast fashion, environmental issues, etc.</p> |
| KEY PIECE OF WORK | Practice extract response: | Practice extract response: | Practice extract response: | Practice extract response: | Question 1 practice | <p>FORMAL ASSESSMENT – Speeches will all</p> |



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| | <p>- Act 1 Scene 5 - How does Shakespeare present Macbeth and Lady Macbeth in the play so far?</p> <p>- Act 1 Scene 5 - How does Shakespeare present love at the start of the play?</p> | <p>- Act 5 Scene 1 - Write about Lady Macbeth and how she is presented at different points in the play.</p> <p>- Act 3 - How is Juliet presented in the play?</p> | <p>- Book 1 Chapters 7 and 8 - How is the narrator presented in these chapters?</p> | <p>- Book 2 Chapter 7 - Write about the artilleryman and how he is presented in this chapter.</p> | <p>- Unseen Poetry Lesson 2 - Responding to an Unseen Poem - Write about this poem and its effects on you. (Zero Hour)</p> | <p>be recorded and sent to the exam board.</p> |
| ASSESSMENTS | <p>Partial paper:</p> <p>- Essay - Write about Macbeth and the way he is presented in the play so far.</p> <p>- Essay - How does Shakespeare present love in the play?</p> <p>Mark scheme: Lit Comp 1 Shakespeare extract Q only /15</p> | <p>Full paper:</p> <p>- Extract - How do Macbeth and Lady Macbeth speak and behave here.</p> <p>- Essay - How does Shakespeare present violence in the play Macbeth?</p> <p>- Extract - How do Juliet and her father speak and behave here.</p> <p>- Essay - How important is the character of Mercutio?</p> | <p>Extract question:</p> <p>- How does Wells present the Martians?</p> <p>- How does Dickens present the ghosts?</p> <p>Mark scheme: Lit Comp 2 19th C text /40</p> | <p>Extract question:</p> <p>- How is the narrator presented?</p> <p>- Characters' views of Christmas</p> <p>Mark scheme: Lit Comp 2 19th C text /40</p> | <p>Literature paper 2 section - Yesterday and Those Winter Sundays</p> <p>Both questions</p> <p>Mark scheme: Lit Comp 2 Unseen poetry /40</p> | <p>PPE- Full Literature papers Component 1 and 2</p> <p>Last year's exam papers</p> <p>Mark scheme: Complete Lit Comp 1 and 2 /200</p> |

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| | | Mark scheme: Lit Comp 1 Shakespeare /40 | | | | |
| Out of school learning | Carousel retrieval quizzes, practice essay questions for homework | Carousel retrieval quizzes, practice essay questions for homework | Carousel retrieval quizzes, practice essay questions for homework | Carousel retrieval quizzes, practice essay questions for homework | Practice questions | Research and write speeches based on a topic of the student's choosing; practise speech in front of an audience at home |