

	Knowledge and Understanding	Knowledge and Understanding	Skills	Skills	Assessment	Subject Specific Literacy	Cross-Curricular Links
	Components (Key concepts)	Composite (Bigger Picture)	Components (Key concepts)	Composite (Bigger Picture)	What is being assessed, how and when?	Key Vocabulary	Including Personal Development and SMSC
Autumn Term 1	Reading Skills SOL Students will understand the difference between fiction and non-fiction; read increasingly challenging texts; infer meanings; synthesise information from various texts; explore how language and structure are used to create effects; consider how writers convey ideas and perspectives; compare texts; and use critical thinking skills when evaluating a text.	Students will be introduced to the demands of the AQA GCSE English Language qualification, understand the demands of the different reading assessment objectives, and how the questions within the terminal examinations are worded.	<ul style="list-style-type: none"> * How to structure analytical responses using WHAT-HOW-WHY. * How to use apt textual references to support opinions. * How to link paragraphs using coordinating and subordinating conjunctions. 	Students will understand how to answer the different reading questions on both AQA Paper 1 and Paper 2.	Multiple choice questions on literary devices/ techniques and exam-style questions (reading AOs).	<p>Comprehension, fluency, infer, decode, vocabulary, context; connotation, denotation; skim, scan; analysis, summary; synthesis.</p> <p>Words relating to parts of speech (adjective, adverb, etc.), literary devices (flashback, cyclical/ linear structure, modal verb, narrative viewpoint) and figurative language (simile, metaphor, etc.)</p>	<p>Social – understanding the notion of interdependence; Moral – understanding the consequences of actions; Spiritual –using imagination and creativity in learning; Cultural – understanding and appreciating personal influence.</p> <p>Personal Development Themes:</p> <p>Choices & consequences Emotional well-being & the effect of personal influence</p> <p>Cross-curricular Link: History, PSHE, Reading, Drama</p>
Autumn Term 2	Frankenstein SOL Students will read and understand the novel, and analyse how the writer uses language and structure to create character and/or describe the setting.	Students will identify and analyse how the writer uses language and structure to influence the reader and apply this knowledge to their own writing using gothic fiction as a stimulus.	<ul style="list-style-type: none"> * How to annotate and track a text. * How to respond to an AQA PIQ2 and PIQ3 question using WHAT-HOW-WHY. * How to manipulate language to create effects within their own writing. * Create a character. * Establish mood and atmosphere. 	Students will understand the weighting of AO2 within the specification and complete an extended piece of descriptive/ creative writing addressing the writing AOs.	<p>AQA Paper 1 Question 5 mini-mock.</p> <p>OPPORTUNITY FOR SPOKEN LANGUAGE ENDORSEMENT</p>	<p>Omniscient; contempt; enlightened; omitted; repulsive; countenance; conceited; tragedy; grotesque; supernatural; prejudice; parental; responsibility; atmosphere; characterisation; pathetic fallacy; imagery; prodigy; aesthetic; galvanise; abhorrent; misanthropy; hubris; monstrosity; sublime; reprobate; elixir.</p>	<p>Social – the role of men and women now and in the past; Moral – ethics of science and paternal responsibility; Spiritual – the role of God in the creation of life; Cultural – The Romantics.</p> <p>Personal Development Themes:</p> <p>Misogyny & Discrimination Christianity and its role within the community</p> <p>Cross-curricular Link: History, PSHE, Reading, Drama</p>

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Spring Term 1	The Art of Rhetoric SOL Students will understand the form of a speech; explore the power of rhetoric; analyse rhetorical devices within 'famous' historical speeches; and explore structure and effect on the audience.	Students will explore how writers persuade others into action; learn about the Aristotelian Triad, and how to use rhetorical devices in their own persuasive writing.	* How collective nouns, value to you and rhetorical devices are used to create ethos. * How logos can strengthen an argument through facts and figures, expert opinion and dialysis. * How pathos can strengthen an argument with direct address, anecdote and emotive language.	Students will be able to write a persuasive speech (AQA Paper 2 Q5) by applying knowledge of a range of rhetorical devices, including ethos, logos and pathos, to their writing.	Multiple choice questions about rhetorical devices. AQA Paper 2, Questions 2, 3 and 4 practice. AQA Paper 2 Question 5 mini-mock OPPORTUNITY FOR SPOKEN LANGUAGE ENDORSEMENT	Rhetoric; antithesis; emotive; valour; hope; semantics; abdicate; civil; ethos, logos, pathos; political; manipulate; oratory, persuasion; fallacy; elocution; articulation; delivery.	Social –democracy in action; Moral – the US Civil Rights movement; Spiritual - know about, can talk about and respect different people's faiths, feelings and values; Cultural – differences in UK/US democracy/civil rights. Personal Development Themes: Community Charity Government Cross-curricular Link: Reading, Drama. History, PSHE
Spring Term 2	Our Day Out/ Blood Brothers SOL Students will understand and read the play; explore life in 1980s Britain; consider the British class system; consider the writer's perspective and ideas around childhood; consider nature vs nurture; friendship and loyalty; how to synthesise information from different texts; information retrieval; effect of writer's use of language and structure; types of narration; the use of dialogue and stage directions.	Students will consider what writers show us about the world we live in; demonstrate an understanding of the genre conventions of a play; the writers' method and techniques; the plot of, and characters within, the play; key themes and ideas throughout the play.	* How to analyse a text, demonstrating understanding of characters and themes. * How to use discourse markers to link ideas. * How to embed quotations within a response. * How to use the author's name in a response.	Students will be able to analyse an extract from the play and respond to exam-style questions; use apt textual references to support ideas; summarise ideas; and identify and analyse how writers use language and structure to influence the reader.	AQA Paper 1 reading questions mini-mock. Multiple choice questions about plot and characters. OPPORTUNITY FOR SPOKEN LANGUAGE ENDORSEMENT	Conflict; choices; social injustice; friendship; education; stereotype; poverty; playwright; blood brothers; superstition; religion; fate; inequality; tragedy; irony; drama; outing; theme; symbolism; social commentary	Social –poverty in post-war Britain (focus on Liverpool/Skelmersdale); Moral –explorations of 'the welfare state' and adoption; Spiritual –superstition; Cultural – local history (the evolution of Skelmersdale). Personal Development Themes: Conflict and resolution Friendship Social class system in Britain Cross-curricular Link: History, PSHE, Reading, Drama, Geography, RE

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Summer Term 1	When They See Us SOL Students will understand the historical context of the case; analyse news reports to identify instances of racism and stereotyping; discuss the impact of these issues on individuals and society; recognise the importance of media literacy and critical thinking skills; and empathise with the experiences of marginalised communities.	Students will understand and watch the docu-film series; analyse the causes and effects of social and historical events, including the impact on individuals and society; analyse media texts to understand how language, symbols and images shape meaning and influence perspectives; consider the historical impact of colonialism and segregation; consider historical and recent race riots in UK and US;	<ul style="list-style-type: none"> * How to write a formal letter: layout, mode of address, appropriate opening and closing paragraphs. * How to summarise the writers' ideas and perspectives. * How to compare ideas, perspectives/ purposes of texts. * How to use paragraphs accurately and effectively. * How to use a range of punctuation, including colons and semicolons, accurately. 	Students will be able to identify the perspective of the writers of the texts; identify the methods used by the writer; analyse how these methods result in their understanding of the writer's perspective; draw comparisons between two perspectives; and use comparative language to demonstrate clear similarities/differences.	<p>AQA Paper 2 reading questions mini-mock. AQA Paper 2 Question 5. Multiple choice questions about events and characters.</p> <p>OPPORTUNITY FOR SPOKEN LANGUAGE ENDORSEMENT</p>	Segregation, racism, coercion, prejudice, discrimination, wrongfully convicted, exonerated, crime, legal system; media portrayal, justice; documentary; injustice; civil rights; prosecution; incarceration; racial profiling; interrogation; systemic; advocacy; empathy; stereotype.	<p>Social –institutional racism; Moral – UK/US justice systems; Spiritual – explorations in Christianity and Islam; Cultural – the importance of faith with the Black community.</p> <p>Personal Development Themes: Community Civil Rights</p> <p>Cross-curricular Link: Reading, Drama, PSHE, History, Geography</p>
Summer Term 2	Explorations in Creative Writing SOL Students will understand how to write the opening to a story; create a detailed and believable setting for a story; consider how stories are structured and how that structure can be subverted; how structuring language and text can impact meaning; and consider what makes a satisfying and appropriate conclusion to a story.	Students will create their own short story that is organised effectively, uses a range of discourse markers, includes figurative language and ambitious vocabulary as well as accurate use of SPaG.	<ul style="list-style-type: none"> * How to write a plan for your writing before you begin. * How to use a range of ambitious vocabulary. * How to incorporate a range of techniques such as simile, metaphor and personification in your own writing. * How to use an incentive structure, with specific structural techniques. * How to use a range of sentence forms and lengths. * How to use a range of punctuation accurately. 	Students to be able to produce a clear and coherent text; select vocabulary, grammar and structural/ organisational features judiciously to reflect audience and purpose; use language imaginatively and creatively; maintain a consistent point of view; create emotional impact using language and structure; use sentence structures for clarity, purpose and effect with accurate spelling and punctuation.	AQA Paper 1 Question 5.	Narrative; plot; atmosphere; imagery; symbolism; foreshadowing; dialogue; theme; point of view; conflict; setting; characterisation; climax; resolution; exposition; dynamic; static; protagonist; antagonist; symbolism; irony; perspective; omniscient.	<p>Social – understanding the notion of interdependence; Moral – understanding the consequences of actions; Spiritual –using imagination and creativity in learning; Cultural – understanding and appreciating personal influence.</p> <p>Personal Development Themes: Conflict and resolution</p> <p>Cross-curricular Link: History, PSHE, Reading,</p>

Subject information, including exam board details

The content of the curriculum in Year 10 is in line with the AQA GCSE English Language (8700) specification: <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>. It also allows for students who are referred to The Acorns School from other settings throughout the academic year to continue with the EDUQAS GCSE English Language specification and to be entered with this examination board for their terminal qualification. The sequencing of the curriculum ensures that pupils are able to build on and make links with existing knowledge. Concepts are mapped across the two-year programme to ensure coherence and allow for incremental development over time. Schemes of Learning often link to different domains or topics within English, allowing the retrieval of previously taught content and demonstrating how closely linked different ideas can be.

The Year 10 English curriculum aims to develop confident, articulate and accurate readers, writers and speakers. Students read a diverse range of increasingly complex and deep texts, write for a wide range of purposes with technical accuracy, and have multiple opportunities to develop their spoken language capabilities.

Literary and non-fiction texts and extracts are carefully selected by teaching staff to support The Acorns School's whole-school approach to improving reading and building an embedded and sustained culture of reading for pleasure. Struggling readers receive in-class support and out-of-class intervention to improve reading fluency and, therefore, increase students' confidence in reading, writing and overall communication in preparation for their terminal examinations.

Careers linked to this subject area:

Languages Teacher: if you speak more than one language, you can travel the world and teach English to others.

Journalist: research and investigate interesting stories for TV, radio and magazines.

Digital Marketer: use cleverly chosen words to inspire, educate and convince customers with business campaigns

Language Therapist: English is all about communication and the use of words. You can help others learn to communicate.

Other careers that use English:

Law, Politics, Acting, Writing, Civil Service, Film/TV Editing, Copy Editing, Speech Therapy, Administration, Management, Digital Content Editing, Editing, Teaching, Marketing, Broadcasting, Clerical Work, Copywriting, Film/TV Production, Classroom Support, Events Management, Information Services, Publishing, Advertising, Archive Work, Public Relations, Proofreading, Librarianship, Travel and Tourism.

5 Work Skills English Will Give You:

Communication: In GCSE English Language, you will study the linguistic devices and techniques we use to communicate. Real-life examples will show you how and when to adapt your language to different people. You will become aware of how you already change your language in different situations.

Critical Thinking: Reading literature from different and similar periods will encourage you to think about how writers are influenced by social, historical and cultural contexts. You will reference examples from each text to support your ideas about how and why writers approach subjects in a particular way.

Creativity: You will produce original pieces of writing in GCSE English Language. These will include stories and various types of non-fiction writing. You will play around with language and structure to achieve different effects. You will adapt your language and style to different audiences and purposes.

Text Analysis: You will read texts with a critical and analytical eye. You will identify how the author uses specific structures, form, language and literary devices to present their ideas and evoke emotions.

Essay Writing: Essays are one of the ways that you are assessed in the GCSE English Language. You need to think about how to present your ideas logically and use evidence to support your opinions or discount other points of view.

Enrichment Opportunities:

English teaching staff will look out for any suitable plays, events or productions to suit current schemes of learning. Where appropriate, educational visits to libraries, museums and other local attractions will be facilitated to enhance the delivery of the curriculum.