

<b>Year Group 10 Topic:</b>	<b>Ht1 Blood Brothers text:</b> <b>AO1, AO2, AO4</b>	<b>Ht2 Reading 'A Christmas Carol' text</b> <b>AO1, AO2, AO3</b>	<b>Ht3 Lit: 'Macbeth' text</b> <b>AO1, AO2, AO4</b>	<b>Ht4 Lit: Poems from the Anthology</b> <b>AO1,AO2, AO3</b>	<b>Ht5 Lit Poetry x poems from the anthology</b> <b>Lit: Unseen Poetry</b> <b>AO1, AO2</b>	<b>Ht6 Lit: Lord of the Flies/Woman in Black extracts</b> <b>Creative Writing</b>
<b>Disciplinary Knowledge: Themes Skills</b>	<b>Concepts/Themes/Skills:</b> Understand the plot, structure and characters of the play. <ul style="list-style-type: none"> <li>• Understand and identify social class and identity.</li> <li>• Understand the key features of a morality play.</li> <li>• Understand the specific features of a play: stage directions, dramatic irony</li> <li>• Technical accuracy of writing (spelling, punctuation, grammar, sentence structure, vocabulary)</li> </ul>	<b>Concepts/Themes/Skills:</b> <ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts</li> <li>• Comprehension skills: developing an understanding of how writers convey their ideas.</li> <li>Understanding how to interpret explicit and implicit information.</li> <li>• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers</li> <li>• Employ relevant, accurate subject</li> </ul>	<b>Concepts/Themes/Skills:</b> Essay writing skills: writing an effective overview, targeted response to the question and give a personal response <ul style="list-style-type: none"> <li>• Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences,</li> <li>• Use of sophisticated vocabulary to express ideas</li> <li>• Analysis of the writer's methods - key words, phrases and techniques, exploration of the writer's intended impact on the audience,</li> <li>• Short summative extract analysis</li> <li>• Extract Practice exploration of the</li> </ul>	<b>Concepts/Themes/Skills:</b> Comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. <ul style="list-style-type: none"> <li>• Language analysis skills/inference: explain, comment on and analyse how writers use language and structure. Explore how these impacts upon readers/audience.</li> <li>• Critical thinking skills: understanding reliability/biased in source materials and evaluating how and why writers adapt their writing.</li> <li>• Adopting comparative language e.g. In comparison with; similarly, likewise, equally, on the other hand</li> </ul>	<b>Concepts/Themes/Skills:</b> Essay writing skills: writing an effective overview to form arguments, maintain a critical style and develop a personal response <ul style="list-style-type: none"> <li>• Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences,</li> <li>• Use of sophisticated vocabulary to express ideas</li> <li>• Analysis of the writer's methods and how meanings are conveyed: connotations of key words, phrases and techniques, exploration of the writer's intended impact on the audience, exploration of the communication of the writer's messages</li> <li>• Apply the understanding of contextual features to explore the relationship between the poems and their context.</li> <li>• Comparative skills: explore the similarities and differences between the</li> </ul>	<b>Concepts/Themes/Skills:</b> Language features: similes, metaphors, personification etc. <ul style="list-style-type: none"> <li>• Features of prose writing: character development, descriptive writing and use of setting</li> <li>• Securing understanding of technical accuracy of language (spelling, punctuation and grammar)</li> </ul>

		<ul style="list-style-type: none"> <li>terminology to support viewpoints</li> <li>Evaluate texts critically</li> </ul>	communication of the writer's messages		tone, techniques and messages of the poems.	
<b>KEY WORDS:</b>	<b>Paragraphs</b> <b>Character analysis</b> <b>Context</b> <b>Social class</b> <b>Identity</b> <b>Education</b> <b>Relationships</b> <b>Foreshadowing</b>	<b>Highlights</b> <b>Demonstrates</b> <b>Implies</b> <b>Represents</b> <b>Portrays</b> <b>Reveals</b> <b>Indicates</b> <b>Symbolises</b> <b>Prompts</b>	<b>Soliloquy</b> <b>Dramatic Monologue</b>	<b>Simile</b> <b>Metaphor</b> <b>Personification</b> <b>Enjambment</b> <b>Verse</b> <b>Stanza</b> <b>Rhyme</b> <b>Rhythm</b> <b>Context</b> <b>Compare</b> caesura, repetition, anaphora, rhyme schemes, vivid imagery, extended metaphors etc	<b>Simile</b> <b>Metaphor</b> <b>Personification</b> <b>Enjambment</b> <b>Verse</b> <b>Stanza</b> <b>Rhyme</b> <b>Rhythm</b> <b>Context</b> <b>Compare</b>	<b>Key vocabulary:</b> protagonist, antagonist, exposition rising action, climax, anticlimax,
<b>Assessment Opportunities</b>	<b>GCSE– Exam style question.</b>	<b>Section A: shortened Language Paper 1 (one 'analyse' question and one 'evaluate' question).</b>	Complete Language Paper 2 Section A (19th and 21st century sources). • Smaller specific-based tasks • Question/comprehension type tasks	<b>Complete Language Paper 2 Section A (19th and 21st century sources).</b> • Smaller specific-based tasks • Question/comprehension type tasks	<b>Short summative extract analysis</b> • Anthology Poetry Essay	<b>GCSE Paper 1 section A and B</b>

<b>Year 11 Topic:</b>	<b>Lang: Creative Writing- Paper 1 section B</b>	<b>Lang: Reading Paper 1</b>	<b>Lang: Paper 2 section- B Writing for a purpose</b>	<b>Lang: Paper 2 section A: Reading compare 2 texts.</b>	<b>Lang and Lit: Exam Practice Paper 1 and Paper 2</b>	
<b>Themes/Skills:</b>	<p>Narrative writing skills: revise how to organise information and ideas to engage the reader and implement linguistic, structural and grammatical features to convey meaning.</p> <ul style="list-style-type: none"> <li>• Practise using a range of vocabulary and sentence structures to achieve desired effects.</li> <li>• Re-read high-quality examples of Creative Writing to develop key writing skills. Look again at how writers use setting, characterisation and plot effectively.</li> </ul> <p><b>AO5,6</b></p>	<ul style="list-style-type: none"> <li>• Revise how to synthesise evidence from different texts</li> <li>• Revise comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information.</li> </ul> <p>Revise how writers use language and structure to achieve effects and influence readers</p> <ul style="list-style-type: none"> <li>• Revise subject terminology and practise employing this to support viewpoints</li> <li>• Re-visit approaches to evaluating texts critically e.g. considering alternative viewpoints or ideas.</li> </ul> <p><b>AO1,2,3,4</b></p>	<p>Argue, Persuade, Advise: explore how to frame and adapt language, tone and format depending on the purpose/audience.</p> <ul style="list-style-type: none"> <li>• Inform, Explain, Describe: use audience and purpose in order to adapt language, tone and format.</li> <li>• Communicate clearly, effectively and imaginatively to engage readers/audiences.</li> <li>• Adapt tone, style and register for different forms, purposes and audiences. For example, writing using a informal tone/style for a talk to peers.</li> <li>• Use a variety of structural and grammatical features for impact.</li> </ul> <p><b>AO5,6</b></p>	<p>Practise comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information.</p> <ul style="list-style-type: none"> <li>• Revisit language analysis skills/inference: explain, comment on and analyse how writers use language and structure.</li> <li>• Develop critical thinking skills: understanding reliability/biased in source materials and evaluating how and why writers adapt their writing.</li> </ul> <p><b>AO1,2,3,4</b></p>	<ul style="list-style-type: none"> <li>• Revision of Past Papers 1 and 2.</li> <li>• Timed essays</li> <li>• Language techniques</li> <li>• Infer and deduce</li> </ul> <p><b>AO1,2,3,4,5,6</b></p>	
<b>Assessment Opportunities</b>	<b>GCSE Exam practise Paper 1 section B</b>	<b>GCSE Exam practise Paper 1 section A</b>	<b>GCSE Exam practise Paper 2 section B</b>	<b>GCSE Exam practise Paper 2 section A</b>		