

Year 10 English		<p align="center"><u>Macbeth by William Shakespeare</u> December – March (60 lessons) (11 teaching weeks)</p>		<p align="center"><u>An Inspector Calls by JB Priestley</u> September - December (66 lessons) (10 teaching weeks)</p>		<p align="center"><u>Power and Conflict poetry</u> March - July (72 lessons) (12 teaching weeks before AP3 then 4 further weeks.)</p>		<p>End Game</p>
	Fertile Question/ Content / Concepts / Knowledge	<ul style="list-style-type: none"> PART A – September to October AQA GCSE English Language 8700 – Paper 1 <p>FERTILE QUESTION: How can we manipulate our readers?</p> <p>CONTENT:</p> <ul style="list-style-type: none"> Read and analyse a number of non-fiction extracts from a range of contexts (C19th, C20th and C21st). These will be thematically linked to 'Macbeth'. Practise decoding skills. Exam technique - language paper 1 and 2 <p>CONCEPTS:</p> <ul style="list-style-type: none"> Victorian England Social class Genre conventions and features Audience Purpose Form <p>KNOWLEDGE:</p> <p>How to use the following to achieve own purposes as a writer: active/passive voice; adjective; adverb; anecdote; bias; coordinating conjunction; emotive language; pace; register; rhetorical question; second person; Standard English; subordinating conjunction; tone</p> <p>Bespoke literacy starters given every lesson.</p>	<ul style="list-style-type: none"> PART B – October to December AQA GCSE English Literature Paper 1 <p>FERTILE QUESTION: What does it mean to be human?</p> <p>CONTENT: Read and explore 'Macbeth', focusing on the themes of kingship, manhood, good and evil, appearance and reality, ambition and the supernatural, life and death, order and chaos, sleep and restlessness.</p> <p>CONCEPTS:</p> <ul style="list-style-type: none"> themes dramatic techniques figurative language and recurring imagery characterisation plot and structure literary and socio-historical context verse, prose and rhyme <p>KNOWLEDGE:</p> <p>How Shakespeare was influenced by two theatrical models from previous centuries (Senecan tragedy and the morality play), beliefs about the Great Chain of Being and the divine right of kings, and contemporary attitudes towards witchcraft, the supernatural, and religion.</p> <p>Bespoke literacy starters given every lesson.</p>	<ul style="list-style-type: none"> PART A – January to February AQA GCSE English Language 8700 – Paper 2 <p>FERTILE QUESTION: How can we manipulate our readers?</p> <p>CONTENT:</p> <ul style="list-style-type: none"> Read and analyse a number of non-fiction extracts from a range of contexts (C19th, C20th and C21st). These will be thematically linked to 'An Inspector Calls'. Practise decoding skills. Exam technique - language paper 1 and 2. <p>CONCEPTS:</p> <ul style="list-style-type: none"> Socialism, Capitalism, hierarchy, social class, Genre conventions and features Audience Purpose Form <p>KNOWLEDGE:</p> <p>How to use the following to achieve own purposes as a writer: active/passive voice; adjective; adverb; anecdote; bias; coordinating conjunction; emotive language; pace; register; rhetorical question; second person; Standard English; subordinating conjunction; tone</p> <p>Bespoke literacy starters given every lesson.</p>	<ul style="list-style-type: none"> PART B – February to March AQA GCSE English Literature 8702 – Paper 2 section A <p>FERTILE QUESTION: Does absolute power corrupt absolutely?</p> <p>CONTENT: <i>An Inspector Calls</i> and critical readings.</p> <p>CONCEPTS: Socialism, Capitalism, hierarchy, social class, declaratives and superlatives, imagery and how language devices and structural devices are used to communicate ideas and influence readers. How real-life events influence authors. They will consider how Priestley was also inspired by events in his own time, and reflect on the authors' ideas about British society.</p> <p>KNOWLEDGE: Pupils will explore an influential British play and be able to explain the contextual ideas that influenced Priestley and incorporate elements of his style into their own writing. They will develop their use of evaluative skills to underpin their analysis, referencing wider reading. They will also use ambitious language and structural features for effect to develop their creative writing skills. The vocabulary used by students is increasingly complex.</p> <p>Bespoke literacy starters given every lesson.</p>	<ul style="list-style-type: none"> PART A – March to April AQA GCSE English Language 8700 – Paper 1 and 2 <p>FERTILE QUESTION: How can we manipulate our readers?</p> <p>CONTENT:</p> <ul style="list-style-type: none"> Read and analyse a number of non-fiction extracts from a range of contexts (C19th, C20th and C21st). These will be thematically linked to the poems featured in the Power and Conflict cluster. Practise decoding skills. Exam technique - language paper 1 and 2 <p>CONCEPTS:</p> <ul style="list-style-type: none"> Genre conventions and features Audience Purpose Form <p>KNOWLEDGE:</p> <p>How to use the following to achieve own purposes as a writer: active/passive voice; adjective; adverb; anecdote; bias; coordinating conjunction; emotive language; pace; register; rhetorical question; second person; Standard English; subordinating conjunction; tone</p> <p>Bespoke literacy starters given every lesson.</p>	<ul style="list-style-type: none"> PART B – April to July AQA GCSE English Literature 8702 – Paper 2 sections B and C <p>FERTILE QUESTION: What does it mean to be human?</p> <p>CONTENT: Poetry selection from 'Power and Conflict' cluster, focusing on ideas about war, the power of nature, the power of memory, identity, guilt and the power of humanity. These are supplemented with wider reading extracts. After the poems have been covered the focus will shift to how to approach unseen poetry.</p> <p>CONCEPTS:</p> <ul style="list-style-type: none"> themes poetic techniques language and imagery characterisation and voice <p>KNOWLEDGE:</p> <p>How poets use the following for effect: metaphor, simile, rhyme, enjambment, alliteration, stanza, metre, repetition, ellipsis, hyperbole, pun, allusion, connotation, caesura, juxtaposition, assonance, alliteration, imagery, semantic field.</p> <p>Bespoke literacy starters given every lesson.</p>	<ul style="list-style-type: none"> Read and give a developed and sophisticated interpretations using imaginatively selected supporting textual detail Read and give a skilled analysis which demonstrates a sophisticated appreciation of how the writer has used language and structure to achieve effects and influence the reader. Use precisely-selected and integrated subject terminology deployed to enhance the response. Read and give a detailed, interwoven comparison which explores writers' ideas and perspectives and how they are conveyed. Read and give a sustained critical evaluation. Write in forms that are deliberately adapted to position the reader, showing a sophisticated control of purpose and effect. Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task. There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects.
Assessment	<ul style="list-style-type: none"> AP1 wc 04/12/2017 LITERATURE PAPER 1 SECTIONS A AND B: <i>Macbeth</i> 45 min closed-book exam which is in the style of AQA literature paper 1 sections A and B respectively (assessed for AO1, AO2, AO3 and AO4). LANGUAGE PAPER 1 <ul style="list-style-type: none"> A 1hr 45min exam (assessed for AO2, AO2, AO3, AO4, AO5 and AO6) GEM/DIRT activities are essay-based in the style of the exam. 	<ul style="list-style-type: none"> AP2 wc 05/03/2018 LITERATURE PAPER 2 SECTIONS A AND B: <i>An Inspector Calls</i> – 45 min closed-book essay (assessed for AO1, AO2, AO3 and AO4). LANGUAGE PAPER 1 and 2 <ul style="list-style-type: none"> Two 1hr 45mins exams (assessed for AO2, AO2, AO3, AO4, AO5 and AO6) GEM/DIRT activities are essay-based in the style of the exam. 	<ul style="list-style-type: none"> AP3 wc 18/06/2018 LITERATURE PAPER 2: <i>An Inspector Calls</i>, comparison and unseen poetry – 2hr 15min closed-book exam which is in the style of AQA literature paper 2 (assessed for AO1, AO2, AO3 and AO4). LANGUAGE PAPER 1 and 2 <ul style="list-style-type: none"> Two 1hr 45mins exams (assessed for AO2, AO2, AO3, AO4, AO5 and AO6) GEM/DIRT activities are essay-based in the style of the exam. 	<p>AQA GCSE English Literature <u>Paper 1</u> SECTION A: <i>Macbeth</i> SECTION B: <i>Jekyll and Hyde</i> <u>Paper 2</u> SECTION A: <i>An Inspector Calls</i> SECTION B: Comparison poetry SECTION C: Unseen poetry SECTION D: Unseen comparison poetry</p> <p>AQA GCSE English Language PAPER 1: Explorations in creative reading and writing PAPER 2: Writers' viewpoints and perspectives</p>				