

		<p>KNOWING WHAT (information, facts & content)</p>	<p>KNOWING HOW (methods and processes)</p>
<p>YEAR 10</p>	<p>Curriculum Related Expectations</p>	<p>To understand the difference between explicit and implicit ideas in a text</p> <p>To understand how writers use language</p> <p>To understand how writers use structure</p> <p>To understand how writers achieve effects</p> <p>To understand how a writer can influence the reader</p> <p>To know relevant subject terminology</p> <p>To understand narrative structures</p> <p>To understand characterisation</p> <p>To understand the purpose and conventions of a range of text types: letters (informal and formal); speech; review; report; article; guide</p> <p>To understand how writers' ideas and perspectives are presented across texts</p> <p>To understand the poets' use of language, structure and form</p> <p>To understand the contexts of the anthology poems</p> <p>To understand the plot, characters and themes of 'Macbeth'</p>	<p>How to select evidence from a text</p> <p>How to give a personal response to or personal evaluation of what's been read</p> <p>How to select and synthesise evidence from different texts</p> <p>How to explain, comment on and analyse how writers use language and structure to achieve effects</p> <p>How to apply relevant subject terminology</p> <p>How to evaluate texts critically and support with appropriate textual reference</p> <p>How to plan a narrative</p> <p>How to engage the reader</p> <p>How to use language imaginatively and creatively</p> <p>How to organise information and ideas using structural and grammatical features to support coherence and cohesion in texts</p> <p>To use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation</p> <p>How to adapt writing to audience and purpose</p> <p>How to use conventions of a range of text types</p> <p>How to compare writers' ideas and perspectives across texts</p> <p>How to evaluate and analyse how language, structure and form are used</p> <p>by poets to create meaning and effect</p> <p>How to structure a response on a single poem and how to compare two poems in part b</p> <p>How to respond to a 'Macbeth' extract question</p> <p>How to plan and structure an essay question on 'Macbeth' (whole text)</p> <p>How to evaluate and analyse how language, structure and form are used</p> <p>by Shakespeare to create meaning and effect</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Autumn Term 1 & 2 English Language 1A and 1B English Literature Poetry Anthology 1B		Spring Term 1& 2 English Language 2A and 2B English Literature Poetry Anthology 1B		Summer Term 1 & 2 English Literature 2A An Inspector Calls English Language: Spoken Language Component	
KNOWLEDGE focus	<p>English Language Component 1A: Fiction Reading The study of an unseen extract from one 20th century literary prose text.</p> <p>English Language Component 1B: Fiction Writing Creative prose writing- opportunities for writing to describe and narrate, and imaginative and creative use of language.</p> <p>English Literature Component 1B: Poetry Anthology First half term: single poem analysis (chronological order) Second half term: comparative ('Drummer Hodge' and 'Disabled' as assessment)</p> <p>Learners will be expected to consider the context of each poem, its content and key ideas, and the poets' use of language, structure and form</p>		<p>English Language Component 2A: Non-Fiction Reading 19th and 21st Century Non-Fiction Reading</p> <p>English Language Component 2B: Non-Fiction Writing Transactional/Persuasive writing</p> <p>English Literature Component 1B Poetry Anthology Full section</p> <p>Learners will be expected to consider the context of each poem, its content and key ideas, and the poets' use of language, structure and form</p>		<p>English Literature Component 2A: 'An Inspector Calls' Essay question based on the reading of the text.</p> <p>English Language S&L assessment Presentation</p>	

METHODS
focus

GCSE style responses on Component 1
Section A and B

Annotation and discussion of poems
Considering the context of each poem, its
content and key ideas;

GCSE style responses on Component 2
Section A and B

Annotation and discussion of poems
Considering the context of each poem, its
content and key ideas;

English Literature 2A

An Inspector Calls

- Historical and social context (1912/1945)
- Watch BBC Bitesize video on context
- Teach playwright's biography focus; social circumstances of post-war Britain and Labour Government and the Beveridge report.
- Focus on Birling's speech – Titanic, General Strike, Russian Revolution, WW1, Socialism and Capitalism – focus on dramatic irony.
- Read text and annotate play
- Tracking and comprehension questions;
- Watch BBC adaptation
- Discuss casting and staging decisions
- Character analysis
- Create a timeline for Eva Smith 'chain of events'
- Select key quotations for each character;
- Create overview of character interactions with Eva/Daisy;
- Character study for each character
- Theme analysis
- Mind map of key themes: responsibility (social and personal); class and inequality; generational divide.
- pick out key quotations for themes
- Exam preparation
- approaches to examination questions;
- past paper question

Annotation and discussion of play considering
presentation of characters, themes and key
ideas

GCSE style responses to extracts and whole
play

	Planned ASSESSMENT opportunities	Language Component 1: 2020 Comp 1 Section A Ranjit 'The Schoolboy'	Language Component 1 Section B: narrative writing 'Drummer Hodge' and 'Disabled' comparison	Language Component 2 Section A: 2022 Punch and Judy Teacher choice full poetry section	Language Component 2 Section B: two tasks	A/C Summer 2019 question- 'responsibility'	Spoken Language Assessment PPE full Language Component 2 paper PPE Poetry full section
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