

Autumn 1 –

Week	1	2	3	4	5	6	7	8	
Curriculum Content	INSET	English language Paper 1 - 1984 (Q1, Q2, Q3)		English Language: Creative writing - Dystopian Theme (Language Paper 1 Q5)		English Language - Jaws (Language paper 1 Q4)	English Language Language Paper 2 - Animal Cruelty (Q5) Week 8 is Week 1 in Autumn 2		
Intent / Implementation	INSET	Students will develop their ability to analyse language and structure within an extract. This will therefore also build their close-reading skills and their ability to identify information and interpret meaning from text. Students will begin to critically evaluate texts and the purpose and intent of the writer. Tier 2 and 3 vocabulary will also be built throughout this topic. This will be implemented through exploring extracts from Orwell's 1984.		Students will develop their creative writing abilities based upon their recent exploration of 1984 and Room 101. Students will demonstrate and develop their knowledge of creative writing features by applying them in an original piece of work that focuses on their ability to build tension within a piece of creative writing. Students will therefore develop their ability to apply language and structural features for a specific purpose.		Students will focus on the key skill of evaluation. Students will read an extract and evaluate how successful the writer has been in achieving their intended purpose.	Students will recall the key features of a piece of persuasive writing, explore examples of pieces of persuasive writing and analyse how effective they are. Student will also apply persuasive writing devices to their own work.		
Careers / SMSC / British Values	INSET	Opportunities to discuss themes such as censorship, dictatorship, freedom of speech, freewill. Moral discussions and self-reflection through studying room 101 scene.		Students will have the opportunity to self-reflect and then express themselves personally through pieces of original writing that focuses on their own personal room 101.		Students will be encouraged to express and articulate their responses to a piece of literature. This will provide an opportunity for them to consider their thoughts, structure them, and communicate them in a verbal and written manner.	Link to careers through developing letter writing skills/ writing for a specific purpose and to a specific and appropriate register. Students will also have the opportunity to express their opinion on a real life concern and issue.		
Word of the Week	INSET	Dystopia	Tone	Suspense	Tension	Evaluation	Anaphora	Hypophore	
Link to CO-OP North Curriculum	INSET	Year 10 Half Term 4, Language – Fiction – Study figurative language, structural features form and purpose. Skills include understanding purpose and effect of the above knowledge.					Year 10 Half Term 5 – Language – No-fiction - Study figurative language, structural features form and purpose. Skills include understanding purpose and effect of the above knowledge alongside		

			persuasive devices, synthesis and comparison.
Link to TEMA Curriculum	INSET	Year 10 Half Term 3 – Creative Reading and Writing – To read and consider fiction extracts then apply to own writing. Skills include reading critically and understand writers language and structural choices. To employ varied language and structural methods in writing.	Year 10 Half Term 5 – Writer’s viewpoints and perspectives – To read articles and consider the writers perspective. Skills include demonstrating understanding of viewpoint and purpose. To summarise and compare text. Skills from Creative Reading and Writing module also applied here.

Autumn 2 –

Week	1	2	3	4	5	6	7	8
Curriculum Content	Continuation from Autumn 1	A Christmas Carol						Recap
Intent / Implementation	See Autumn 1	Students will build an understanding of plot, character, key themes and motifs in the novella A Christmas Carol. In doing this, students will build their language analysis skills, their structure analysis skills and their contextual knowledge of the Victorian Era. Students will develop their close reading skills, their ability to debate and reason, their ability to write extended analytical pieces, and their inference and comprehension skills.						Consolidation and recapping of knowledge and key skills developed during the study of A Christmas Carol.
Careers / SMSC / British Values	See Autumn 1	Opportunity for moral thinking through recognition of values such as goodwill, humility and kindness. Students are able to analyse character and events to explore the consequences of negative actions. The study of Victorian literature also enables students to appreciate British history and culture.						
Word of the Week	See Autumn 1	Context	Morality	Redemption	Antithesis	Resonance	Foreshadowing	Festivity
Link to CO-OP North Curriculum	See Autumn 1	CO-OP North use The Strange Case of Dr Jekyll and Mr Hyde for the 19 th Century GCSE English Literature Text. This is covered in part on our KS3 curriculum but we use A Christmas Carol. The skills are the same for both novellas. Such as reading and understanding key aspects of the novella including character and theme. To apply to a Victorian England context.						
Link to TEMA Curriculum	See Autumn 1	Year 10 Half Term 2 – A Christmas Carol – Students will study a Christmas Carol. Skills to include understanding key events in the novella. Understand methods used to present themes and characters. To understand Dickens’ intention and message.						

Spring 1 –

Week	1	2	3	4	5	6
Curriculum Content	English Language: Non-Fiction – Dickens	Poetry: (Manhunt, Mametz Wood, The Soldier, Dulce Et Decorum Est)			English Language: Paper 2 - Stevenson Extract (Q3) and Prisons Extracts (Q1 and Q2)	
Intent / Implementation	Students will recall knowledge of key language devices, their close reading skills and their contextual knowledge of Victorian England in relation to Charles Dickens.	Students will develop their ability to analyse and explore poetry, develop their inference skills and their ability to interpret multiple meanings from poetry, recap, consolidate and strengthen their understanding of poetic features and conventions, and build their contextual knowledge of the various poems and poets studied.			Students will develop their summary skills, their ability to synthesise information, retrieve specific information and infer meaning, and compare and contrast sources.	
Careers / SMSC / British Values	Opportunities to develop cultural knowledge of a key period in British History. Discussions around morality and the implications of celebrity status through studying Dickens.	Opportunity to explore different viewpoints and perspectives expressed through poetry from different eras and contexts.			Students will discuss a range of moral issues including the impact of prisons and the treatment of animals/ animal rights.	
Word of the Week	Genre	Connotations	Perception	Comparison	Pathos	Inference
Link to CO-OP North Curriculum	Context for Jekyll and Hyde as Victorian times is the focus	Year 10 Half Term 1 – Family Poetry – Poetic methods, themes and comparison. Skills to include poetic devices and understanding intent and purpose of the poet.			Year 10 Half Term 5 – Language – No-fiction - Study figurative language, structural features form and purpose. Skills include understanding purpose and effect of the above knowledge alongside persuasive devices, synthesis, and comparison. Year 10 Half Term 5 – Writer’s viewpoints and perspectives – To read articles and consider the writers perspective. Skills include demonstrating understanding of viewpoint and purpose. To summarise and compare text. Skills from Creative Reading and Writing module also applied here.	
Link to TEMA Curriculum	Context for A Christmas Carol	Poetry covered in Year 11 Term 1 – Study 15 poems from the Anthology and to understand unseen poems. Skills to include gaining detailed				

		knowledge of poems and meaning. To understand methods used and develop ideas of how poems are similar or different.		
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Spring 2

Week	1	2	3	4	5
Curriculum Content	Blood Brothers				
Intent / Implementation	Students will build and secure an understanding of plot, character, key themes and motifs for Blood Brothers. Students will develop their analysis skills in relation to literature (consolidating and strengthening the skills developed in A Christmas Carol in particular). Additionally students will develop their close reading skills, their ability to debate and articulate their opinions, to understand the conventions of a play, and their ability to infer meaning from language.				
Careers / SMSC / British Values	Students will discuss themes such as social class, inequality, poverty and fate. Additionally students will be encouraged to empathise with characters from a diverse range of social backgrounds and discuss the consequences of characters actions.				
Word of the Week	Social Class	Superstition	Juxtaposition	Motherhood	Stage Direction
Link to CO-OP North Curriculum	Year 10 Half Term 3 – Blood Brothers – Dramatic devices, character and theme. Skills to include understanding of society, class and social inequality as shown through the play.				
Link to TEMA Curriculum	TEMA use An Inspector Calls for the English fiction or drama from 1914 onwards.				

Summer 1 –

Week	1	2	3	4	5	6
Curriculum Content	English Language: Fiction - To Kill a Mockingbird by Harper Lee (Q1, Q2, Q3, Q4)		English Language: Descriptive Writing - Forest Fire (Q5)		English Language Paper 2 - The Big Smoke Air Pollution (Q4)	English Literature Revision: ACC and BB
Intent / Implementation	Building on skills from earlier English language modules, students will strengthen their ability to retrieve and interpret information, analyse language and structure within a fiction text, and evaluate the writer's intent and execution.		Students will develop their creative writing skills, with an emphasis on adding structure to their creative work to accompany their descriptions, use of language devices and grammar.		Students will focus on developing their skills specifically for English Language Paper 2 Q4: Comparison of writers' perspectives.	Students will recap, consolidate and strengthen their knowledge of A Christmas Carol and Blood Brothers.
Careers / SMSC / British Values	Students will be encouraged to hold discussions on the nature of morality, what is cruelty and what is kindness in situations such as the one presented in the extract. Discussions about family and reflections on the emotions the story inspires will also be encouraged.		Students will have the opportunity to be creative and express themselves through their original pieces of writing.		Students will explore key issue of air pollution with discussions and debates on relevant topics linked to this (climate change, global warming) being encouraged.	There will be an emphasis on students discussing debating key ideas within the studied texts therefore enhancing communication skills and reasoning skills.
Word of the Week	Empathy	Suspense	Zoomorphism	Semantic Field	Register	Purpose
Link to CO-OP North Curriculum	Year 10 Half Term 4, Language – Fiction – Study figurative language, structural features form and purpose. Skills include understanding purpose and effect of the above knowledge.				Year 10 Half Term 5 – Language – No-fiction - Study figurative language, structural features form and purpose. Skills include understanding purpose and effect of the above knowledge alongside persuasive devices, synthesis, and comparison.	See Autumn 2 and Spring 2 links

Link to TEMA Curriculum	Year 10 Half Term 3 – Creative Reading and Writing – To read and consider fiction extracts then apply to own writing. Skills include reading critically and understand writers language and structural choices. To employ varied language and structural methods in writing.	Year 10 Half Term 5 – Writer’s viewpoints and perspectives – To read articles and consider the writers perspective. Skills include demonstrating understanding of viewpoint and purpose. To summarise and compare text. Skills from Creative Reading and Writing module also applied here.	See Autumn 2 and Spring 2 links
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Summer 2 –

Week	1	2	3	4	5	6	7
Curriculum Content	Poetry: (Hawk Roosting/ Death of a Naturalist)		Poetry: (To Autumn/ Afternoons)		Poetry Comparison	English Language Paper 2 - Ghosts (Q4)	Recap and consolidation
Intent / Implementation	Students will strengthen their ability to analyse poetry, identify poetic features and devices, develop their close reading skills, develop the comparison skills, and develop their ability to write extended analytical pieces. Students will also continue to build their contextual knowledge of the studied poets and poems.				This week will have an emphasis on exam technique for poetry, with students developing their ability to write extended analytical pieces of writing that compare two poems from the selected anthology.	Students will focus on developing their skills specifically for English Language Paper 2 Q4: Comparison of writers' perspectives.	Students long-term memories will be tested through a variety of quizzes and games designed to test skillsets and knowledge.
Careers / SMSC / British Values	Opportunity to explore different viewpoints and perspectives expressed through poetry from different eras and contexts. Students will be encouraged to express their personal and diverse responses to poems.				Opportunity to explore different viewpoints and perspectives expressed through poetry from different eras and contexts. Students will be encouraged to express their personal and diverse responses to poems.	Opportunity to discuss students spiritual beliefs and express their personal opinions on a matter that is open to interpretation	The nature of the activities and tasks will develop team building and communication skills.
Word of the Week	Diacope	Volta	Romanticism	Anti-climatic	Comparison	Perspective	Euphoria
Link to CO-OP North Curriculum	Year 10 Half Term 1 – Family Poetry – Poetic methods, themes and comparison. Skills to include poetic devices and understanding intent and purpose of the poet.					Year 10 Half Term 5 – Language – No-fiction - Study figurative language, structural features form and purpose.	

		<p>Skills include understanding purpose and effect of the above knowledge alongside persuasive devices, synthesis, and comparison.</p>	
<p>Link to TEMA Curriculum</p>	<p>Poetry covered in Year 11 Term 1 – Study 15 poems from the Anthology and to understand unseen poems. Skills to include gaining detailed knowledge of poems and meaning. To understand methods used and develop ideas of how poems are similar or different.</p>	<p>Year 10 Half Term 5 – Writer’s viewpoints and perspectives – To read articles and consider the writers perspective. Skills include demonstrating understanding of viewpoint and purpose. To summarise and compare text. Skills from Creative Reading and Writing module also applied here.</p>	