

<p>English: Yr10</p>	<p>Autumn 1 (7 weeks)</p> <p><i>An Inspector Calls</i></p> <p>English Language Paper 1 Section A skills based around the play.</p>	<p>Autumn 2 AP (6 weeks)</p> <p>English Language Paper 1 Section B skills based around Conflict poems:</p> <ul style="list-style-type: none"> • <i>Charge of the Light Brigade</i> • <i>Exposure</i> • <i>Remains</i> • <i>Kamikaze</i> • <i>Poppies</i> • <i>War Photographer</i> • <i>The Emigree</i> • <i>Storm on the Island</i> 	<p>Spring 1 AP (7 weeks)</p> <p><i>Macbeth</i></p> <p>Discuss performance from last term.</p>	<p>Spring 2 (6 weeks)</p> <p>Finish <i>Macbeth</i></p> <p>Look at complete English Language Paper 1.</p>	<p>Summer 1 (5 weeks)</p> <p>Continue with Power and Conflict collection</p> <p>Power Poems:</p> <ul style="list-style-type: none"> • <i>Ozymandias</i> • <i>London</i> • <i>The Prelude</i> • <i>My Last Duchess</i> • <i>Tissue</i> • <i>Checking Out Me History</i> 	<p>Summer 2 (7 weeks)</p> <p>Revision of <i>Macbeth</i> and <i>An Inspector Calls</i></p> <p>Finish Power and Conflict collection</p>
<p>Knowledge /Skills</p>	<p>Look at the idea of morality.</p> <p>Students will go through Section A skills using the play to practice skills needed e.g Q.4 'Eric is ultimately responsible for Eva Smith's death'-to what extent do you agree?</p> <p>Discuss language analysis and devices used (Q.2) using opening stage directions. Consider what structural and staging</p>	<p>Students will be able to use the acronym SMILE to analyse and compare poems.</p> <p>Students will use one of the poems as a basis for a piece of creative writing e.g Describe a time where you felt challenged-linked to Owen in WW1.</p> <p>Students will be able to analyse language and structure confidently.</p>	<p>To understand context, key ideas and their significance within the play.</p> <p>To be able to analyse language.</p> <p>To feel confident structuring an essay response for <i>Macbeth</i>.</p>	<p>Students are able to track how characters and themes develop.</p> <p>Students are able to comment on the overall message of the writer and link ideas to context.</p> <p>Students use a past AQA paper to consolidate the skills they have learnt for the Language Paper 1.</p> <p>Students use model answers to help them improve.</p>	<p>Students will be able to use the acronym SMILE to analyse and compare poems.</p> <p>Students will be able to compare poems across the Power and Conflict themes.</p>	<p>Students will be able to recall key ideas, events, quotes and context for <i>Macbeth</i> and AIC .</p> <p>Students will be able to create success criteria for a <i>Macbeth</i> response and/or AIC.</p>

	devices were used by Priestley (Q.3).					
Assessment	Essay response on <i>An Inspector Calls</i> _/34	November Mock? Literature: Power and Conflict response_/30 Language: English Language Paper 1_/80	Essay response on <i>Macbeth</i>_/34	DIRT task based on English Language Paper 1. Students re-attempt/improve one question from Section A.	Poetry response _/30	Unseen poetry comparison (Section C part a and b)
Homework	<ol style="list-style-type: none"> Students will create a revision poster, PPT etc on life in the UK in 1912. Students need to make a list of their favourite 20 quotes from AIC. In pairs partners test each other on what they can remember in class. Students complete a Q.3(structure) style response for their favourite novel or TV show. Think about how the focus shifts from the beginning, middle and end. 	<ol style="list-style-type: none"> Students will create an information poster on their favourite poem to be displayed-using their own research and ideas discussed in the group. Students will research the life of Wilfred Owen and his experience of being a soldier in WW1 ready to discuss him in class. Students will create a comparison table for a named poem and one of their favourites, considering how they link in terms of structure, language devices and effect on the reader. 	<ol style="list-style-type: none"> Students research what life was like in the Jacobean era and bring three facts to discuss with the group. Students will be tasked with trying to find a critical interpretation of the play. Students will create an in-depth character profile for either Macbeth, Lady Macbeth, Banquo, Macduff or Duncan. 	<ol style="list-style-type: none"> Students make a poster on one of the following themes from Macbeth: <ul style="list-style-type: none"> Supernatural Violence Power Role of Women Ambition Loyalty Guilt Appearance vs Reality Students complete a Q.1 and 2 style question. Students make a 'key quotes' list from the play and illustrate their top 5. 	<ol style="list-style-type: none"> Students make a comparison grid for the poems to see which compare the best under the following themes: <ul style="list-style-type: none"> Bravery Violence Role of Soldiers Impact of conflict on civilians Power Nature (and any others decided by the group) Students will write a comparison PEEL paragraph and highlight the assessment objectives within it. Students will be able to read and critique a model response, identify the AOs and give it a WWW and EBI. 	<ol style="list-style-type: none"> Students have to watch revision clips on events in Literature texts they have missed or on characters they might be unsure of. These can be found on YouTube and students need to make notes. Students have to think of 5 quiz questions ready for a whole class quiz session on <i>Macbeth</i>, poetry and AIC.

English: Yr11	Autumn 1 (7 weeks) <i>Jekyll and Hyde/A Christmas Carol</i> English Language Paper 1 Section A	Autumn 2 AP (6 weeks) English Language Paper 2 Section B-go over the features of a speech, article, letter and text for a leaflet. Students write a newspaper article or speech based on a text from Autumn 1.	Spring 1 AP (7 weeks) English Language Paper 2 Section A	Spring 2 (6 weeks) Power and conflict revision. Unseen poetry	Summer 1 (5 weeks) Exam skills and revision of Literature texts.
Knowledge/ Skills	<p>Students will understand the context of the Victorian era and be able to find references to it from the text.</p> <p>Students will be able to explore the writer's ideas in relation to their language and structural choices.</p> <p>Students will look at structure and language in relation to Section A of English Language Paper 1.</p>	<p>Students will be able to recognise the features needed for Section B on the English Language Paper 2.</p> <p>Students will be able to recognise persuasive devices used and explain their purpose and effect on the reader.</p>	<p>Students will be able to compare viewpoints and attitudes across texts and time periods.</p> <p>Students will understand how to structure their responses to Section A of Lang Paper 2.</p> <p>Students will be given an exposure to multiple examples of this paper and be able to analyse the success of model responses.</p>	<p>Students will be able to recall and discuss the use of poetic devices across a range of poetry.</p> <p>Students will be able to recall key quotes, context and ideas from the Power and Conflict collection.</p> <p>Students will be able to analyse an unseen poem independently using SMILE.</p> <p>Students will be able to compare unseen poems.</p>	<p>Students will feel confident planning and structuring their responses to both Literature and Language questions.</p> <p>Students will be given class time to complete timed responses.</p> <p>Students will have an understanding of how best to revise English.</p> <p>Students will create revision resources.</p>

<p>Assessment</p>	<p>Literature Essay response on set text_/30</p>	<p>November Mock? Literature English Literature in class Paper 2 Section C Poetry comparison_/8</p> <p>Language Paper 2 Section B_/40</p>	<p>Language Full Paper 2 _/80</p>	<p>Literature Power and Conflict response_/30</p>	<p>Literature Macbeth and/or an AIC essay_/34</p>
<p>Homework</p>	<ol style="list-style-type: none"> 1. Students create a list of 10 key quotes from the novella and illustrate them. 2. Students need to research medical advancements and experiments in the Victorian era and select one to discuss in lessons. <ul style="list-style-type: none"> • Why was it significant? • How did it change peoples' lives? • How did it call into question their belief systems? 3. Create a timeline detailing advancements/inventions made during the Victorian era. 	<ol style="list-style-type: none"> 1. Students need to identify a topic they are interested in and find a TED talk or speech based on it. They then need to make a list of the persuasive devices they hear. 2. Students need to create revision resources for the Power and Conflict collection. 3. Students should be given two unseen poems and have to create a comparison table for them based on SMILE. 	<ol style="list-style-type: none"> 1. Students will identify a topic and try to find any non-fiction material based around it-they need to try and find a variety of forms and conflicting opinions based on their chosen topic. 2. Students will be given a question from Section A to attempt to complete at home. 3. Students need to watch a Mr Bruff revision video on any question from Section A of Paper 2 that they might have missed the delivery of or didn't understand. 	<ol style="list-style-type: none"> 1. Students need to print the lyrics to their favourite song/poem and attempt to annotate them using SMILE. 2. Students need to decide on their favourite 6 poems from the 15 Power and Conflict poems which they have studied and create revision resources for them. 3. Students will be given a theme from poetry to revise and then discuss with the group. 	<ol style="list-style-type: none"> 1. Students are given a Literature exam question and have to create a plan for how they would approach it and what they would include. 2. Students need to continue creating their revision resources at home-these can be brought in or a photo can be taken as evidence. 3. Student create quiz questions ready for a whole class quiz

