

Year 10 Language	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Paper 2	Paper 2	Paper 2	Paper 1	Paper 1	Paper 1 + Spoken Language Study
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Skills: AO1, AO2, AO3, AO5, AO6 Knowledge: Students will build and develop the skills required for Paper 2 of the English Language qualification. They will read a range of non fiction texts, linked by themes, and develop their inference, analysis and synthesis skills in response to specific questions. They will consider how viewpoints and perspectives are presented to readers and how a text's style and tone can affect a reader's interpretation of it.	Skills: AO1, AO2, AO3, AO5, AO6 Knowledge: Students will consolidate their knowledge and learning from earlier units, practising the skills required for each of the questions. As they become more confident and familiar with the structure of the paper and the exam style questions, students will work increasingly independently to demonstrate their progress.		Skills: AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO4: Evaluate texts critically and support this with appropriate textual references Knowledge: Building on prior knowledge from KS3, students are introduced to and develop the skills for applying reading skills into exam responses. They will study a range of fiction texts from different eras, genres and contexts transferring taught skills from one to another. Through responses, students will be able to demonstrate their learning and understanding of how to approach reading tasks.	Skills: AO1, AO2, AO3, AO5, AO6 Knowledge: Students will consolidate their knowledge and learning from earlier units, practising the skills required for each of the questions. As they become more confident and familiar with the structure of the paper and the exam style questions, students will work increasingly independently to demonstrate their progress. Knowledge: Students will work on identifying and exploring the features of a range of different nonfiction text types.	Skills: AO1, AO2,AO4. AO7: Demonstrate presentation skills in a formal setting AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations. Knowledge: Students will use a range of revision skills, including memory and recall techniques, to strengthen their knowledge of the structure and requirements of the exam paper. They will work independently (mock exams) to demonstrate their understanding. Students will look at a range of effective speeches from different presenters, identifying what makes them successful. Students will plan, prepare and present spoken language presentations based on a topic of their choice employing a range of linguistic and presentational skills.
Key Vocabulary (School Improvement Priority)	Summary Synthesis Perspective Explicit Implicit Viewpoint Compare Effects Analyse Evaluate	Perspective Inference Comparison Rhetorical Opinion Convey Persuade Evoke Visualise Emphasise		Retrieval Analysis Structure Evaluation Linguistic Creative Narrative Fiction Inference Comprehension		Analysis Inference Evaluation Performance Oracy Format Audience

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Extended Writing / Disciplinary Reading (School Improvement Priority)	Extended writing: Writing challenge: Planning / Writing – Assessment. Tasks will include: writing a range of non-fiction text types for different audiences and purposes. Disciplinary Reading: Students will read a range of non-fiction texts linked by theme from different time periods.	Extended writing: Writing challenge: Planning / Writing – Assessment. Tasks will include: writing a range of non-fiction text types for different audiences and purposes. Disciplinary Reading: Students will read a range of non-fiction texts linked by theme from different time periods.	Extended writing: Writing challenge: Planning / Writing – Assessment. Tasks will include: writing a range of non-fiction text types for different audiences and purposes. Disciplinary Reading: Students will read a range of non-fiction texts linked by theme from different time periods.	Extended writing: Writing challenge: Planning / Writing – Assessment. Tasks will include: writing both descriptive and narrative texts employing range of different narrative features for effect. Disciplinary Reading: Students will read a range of offfiction text in preparation for exam responses.	Extended writing: Writing challenge: Planning / Writing – Assessment. Tasks will include: writing both descriptive and narrative texts employing range of different narrative features for effect. Disciplinary Reading: Students will read a range of offfiction text in preparation for exam responses.	Extended writing: Writing challenge: Planning / Writing – Assessment. Tasks will include: writing both descriptive and narrative texts employing range of different narrative features for effect. Disciplinary Reading: Students will read a range of offfiction text in preparation for exam responses.
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Midpoint: Quickfire Paper End of unit: Section A response	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Midpoint: Paragraph based on Section B response. End of unit: Section B	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Midpoint: Character monologue End of unit: Character monologue	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Midpoint: Opening paragraph – Section B End of unit: Paper 2, Section B response.	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks.	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Summative: Mock Paper 1 Spoken Language Endorsement

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Year 10 Literature	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Poetry	An Inspector Calls / Anthology Poetry	A Christmas Carol	Macbeth	A Christmas Carol / Macbeth	Mock exam revision
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Skills: - Themes - Poetic techniques - Language and imagery - Characterisation and voice [AO1, AO2, AO3; AO4] Knowledge: Students will explore how poets use language for effect: metaphor, simile, rhyme, enjambment, alliteration, stanza, metre, repetition, ellipsis, hyperbole, pun, allusion, connotation, caesura, juxtaposition, assonance, alliteration, imagery, semantic field. They will continue to develop their use of evaluative skills to underpin their analysis, referencing wider reading. The quality of points and vocabulary used by students is increasingly complex.	Skills: - Dramatic techniques - Plot and structure - Contextual knowledge - Themes - Characterisation [AO1, AO2, AO3, AO4] Knowledge: Students will revisit ‘An Inspector Calls’ focusing on the plot structure, character motivation and key themes. Through further reading, students will consolidate their knowledge of Priestley’s influences and how these affect the interpretation of the play. They will explore the range of dramatic techniques employed by Priestley and the impact they have. Students will look at a range of key speeches to assess how the characters change and develop focusing on how writer’s intentions are achieved through the plot. Students will be exposed to a number of exam questions and model responses to help prepare students for completing formal and extended responses.	Skills: - Language analysis - Structural analysis - Contextual knowledge - Writer’s intentions Knowledge: Students will revise their knowledge of the plot and ideas of the text. They will consider how the novella is structured linking to authorial techniques and the context. Students will be encouraged to make links between the different sections of the text and how the ideas are presented. Students will study the key themes of the text identifying and exploring how and where these themes are present.	Skills: - Dramatic techniques - Recurring motifs - Plot and structure - Contextual knowledge - Themes - Characterisation [AO1, AO2, AO3; AO4] Knowledge: Students will revisit ‘Macbeth’ focusing on the plot structure, character motivation and key themes. Through further reading, students will consolidate their knowledge of Shakespeare’s influences and how these affect the interpretation of the play. They will explore the range of dramatic techniques employed by Shakespeare and the impact they have. Students will look at a range of key scenes to assess how the characters change and develop focusing on how writer’s intentions are achieved through the plot. Students will be exposed to a number of exam questions and model responses to help prepare students for completing formal and extended responses.	AO1, AO2, AO3, AO4 Knowledge: Students will complete a range of tasks to further enhance their knowledge and understanding of the set texts. They will undertake a range of activities for both texts identifying how connections can be made. They will consider how the writers achieve specific effects and their intentions whilst offering critical responses.	Skills: - Exam planning - Dramatic techniques - Dramatic functions - Themes - Context [AO1, AO2, AO3; AO4] Knowledge: Students will consolidate their knowledge of the texts in preparation for the mock exam. They will practise planning and responding to exam style questions. They will explore a range of interpretations of the texts demonstrating their understanding and knowledge of how the ideas are presented.
Key Vocabulary (School Improvement Priority)	Convey Speaker Compare Contrast Devices Monologue Stanza Caesura Enjambment	Condescending Capitalism Socialism Ideology Social inequality Moral Civic duty Liberation Hoax Dramatic irony	Misanthropic Philanthropic Crisis Salvation Redemption Pariah Allegory Altruism Miserly Cyclical	Hamartia Ruthless Hubris Paranoia Hallucinations Subversion (stereotypes) Tyranny Treachery Supernatural Malevolent		Brazen Social class Inference Intention Tension Authority Innocence Morality play illusion representation

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Extended Writing / Disciplinary Reading (School Improvement Priority)	Extended writing: Analysis responses Exam style questions Disciplinary Reading: In addition to reading the set text, students will complete additional reading in relation to the text.	Extended writing: Critical essay response Disciplinary Reading: In addition to reading the set text, students will complete additional reading in relation to the text.	Extended writing: Analysis responses Exam style questions Disciplinary Reading: In addition to reading the set text, students will complete additional reading in relation to the text.	Extended writing: Critical essay response Disciplinary Reading: In addition to reading the set text, students will complete additional reading in relation to the text.	Extended writing: Analysis responses Exam style questions Disciplinary Reading: In addition to reading the set text, students will complete additional reading in relation to the text.	
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Summative: Analysis response – whole poem.	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Summative: An Inspector Calls – critical essay	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Summative: Analysis response – ACC	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Summative: Macbeth – critical essay	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks.	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Summative: Mock exam

Year 11 Language	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Paper 2	Paper 1	Paper 1	Paper 2 – Revision	Revision	
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Skills: AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts Knowledge: Students will return to the study of Paper 2 building and developing their reading skills of non fiction. They will study a range of different non-fiction texts, including literary non-fiction, from different contexts and time periods. Through responses, students will be able to demonstrate their learning and understanding of how to approach reading tasks.	Skills: AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO4: Evaluate texts critically and support this with appropriate textual references Knowledge: Students will return to the study of Paper 1 building and developing the skills for applying reading skills into exam responses. They will study a range of fiction texts from different eras, genres and contexts transferring taught skills from one to another. Through responses, students will be able to demonstrate their learning and understanding of how to approach reading tasks.	Skills: AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO4: Evaluate texts critically and support this with appropriate textual references Knowledge: Students will continue to study Paper 1 extending their knowledge and understanding of the requirements of the paper applying reading skills into exam responses. They will study a range of fiction texts from different eras, genres and contexts transferring taught skills from one to another. Through responses, students will be able to demonstrate their learning and understanding of how to approach reading tasks.	Skills: AO1, AO2, AO4, AO5, AO6 Knowledge: Students will consolidate their knowledge and learning from earlier units, practising the skills required for each of the questions. As they become more confident and familiar with the structure of the paper and the exam style questions, students will work increasingly independently to demonstrate their progress.	Skills: AO1, AO2, AO3, AO4, AO5, AO6 Knowledge: Students will consolidate their knowledge and learning from earlier units, practising the skills required for each of the questions. As they become more confident and familiar with the structure of the paper and the exam style questions, students will work increasingly independently to demonstrate their progress.	
Key Vocabulary (School Improvement Priority)	Perspective Infers Establish Elaborate Contextualise Manipulate Ambiguous Nuance Provoke anecdotal	Technical accuracy Vocabulary Cohesion Convincing Compelling Purpose Style Tone redraft Edit	Retrieval Analysis Structure Evaluation Linguistic Creative Narrative Fiction Inference Comprehension	Perspective Inference Comparison Rhetorical Opinion Convey Persuade Evoke Visualise Emphasise		

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Extended Writing / Disciplinary Reading (School Improvement Priority)	Extended writing: Writing challenge: Planning / Writing – Assessment. Tasks will include: writing a range of non-fiction text types for different audiences and purposes. Disciplinary Reading: Students will read a range of non-fiction texts linked by theme from different time periods.	Extended writing: Writing challenge: Planning / Writing – Assessment. Tasks will include: writing a range of fiction texts fulfilling specific criteria. Disciplinary Reading: Students will read a range of fiction texts.	Extended writing: Writing challenge: Planning / Writing – Assessment. Tasks will include: writing a range of fiction texts fulfilling specific criteria. Disciplinary Reading: Students will read a range of fiction texts.	Extended writing: Writing challenge: Planning / Writing – Assessment. Tasks will include: writing a range of non-fiction text types for different audiences and purposes. Disciplinary Reading: Students will read a range of non-fiction texts linked by theme from different time periods.		
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Summative: Section A response	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Summative: Section B response	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Summative: Mock Exam – Paper 1	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Summative: Practice Paper (2)		

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Year 11 Literature	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Power and Conflict Poetry / Unseen Poetry	Paper 1 Revision - A Christmas Carol/ Macbeth	An Inspector Calls / Macbeth	Poetry /A Christmas Carol	Revision	
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Skills: - Comparison - Analysis – language and structure - Contextual knowledge - Themes [AO1, AO2, AO3] Knowledge: Students will complete the analysis and exploration of the final poems within the cluster. They will consider and explain how the content and context affect different interpretations of poems. Additionally, students will also look at a number of unseen poems considering how to approach analysing these.	Skills: - Language analysis - Structural analysis - Contextual knowledge - Writer’s intentions Knowledge: Students will revise their knowledge of the plot and ideas of the texts. They will consider how the novella and play are structured linking to authorial techniques and the context. Students will be encouraged to make links between the different sections of the texts and how the ideas are presented. Students will study the key themes of the texts identifying and exploring how and where these themes are present.	Skills: - Language analysis - Critical responses - Plot, structure and characterisation Knowledge: Students will consolidate their knowledge of the plays. For both text, they will consider its ideas and themes through a range of memory and recall tasks. They will develop their critical reading skills by presenting extended written responses based upon the texts. They will focus responses on addressing the plays as constructs of the writer exploring how effects are achieved by the writer.	Skills: - Dramatic techniques - Plot and structure - Contextual knowledge - Themes - Characterisation [AO1, AO2, AO3, AO4] Knowledge: Students will revisit the set texts considering how the writers present ideas to a reader and how these can be analysed effectively. They will demonstrate their understanding through a range of critical analytical responses.	Skills: AO1, AO2, AO3, AO4 Knowledge: Students will combine their knowledge of the set texts in preparation for final assessments. They will demonstrate their understanding through a range of revision activities designed to stretch and challenge their awareness of key ideas. Students will be familiar with the assessment structure and work towards final pieces.	
Key Vocabulary (School Improvement Priority)	Volta Turmoil Conflict Trauma Poetic techniques Devices	Misanthropic Philanthropic Crisis Salvation Redemption Pariah Allegory Altruism Miserly Cyclical	Hamartia Ruthless Hubris Paranoia Hallucinations Subversion (stereotypes) Tyranny Treachery Supernatural Malevolent	Condescending Capitalism Socialism Ideology Social inequality Moral Civic duty Liberation Hoax Dramatic irony		
Extended Writing / Disciplinary Reading (School Improvement Priority)	Analysis paragraph Essay response	Analysis paragraph Essay response	Analysis paragraphs Mock exam	Analysis paragraphs based on range Exam response question		

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Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Summative: Exam question response – poetry	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Summative: Exam question response: ACC	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Summative: Mock exam – Paper 1	Formative assessment will occur throughout lessons through teacher questioning, low stakes quizzing, a variety of self and peer assessment tasks. Summative: Practice exam question		
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