**English Year 10**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Big Ideas (Subject, Paper and AOs) | English Language Paper 1 (AQA)AO1, AO2, AO3, AO4,AO5, AO6English Literature Paper 2 (Edexcel)AO1, AO2, AO3, AO4 | English Literature Paper 2 (Edexcel)AO1, AO2,  | English Literature Paper 2 (Edexcel)AO1, AO2, AO3,  | English Language Paper 2 (AQA)AO1, AO2, AO3, AO4,AO5, AO6 | English Language Paper 1 (AQA)AO1, AO2, AO3, AO4,AO5, AO6Spoken Language (NEA)AO7, AO8,AO9 | English Literature Paper 1 (Edexcel)AO1, AO2, AO3 |
| Topics | Transition - Unseen Literature Imaginative writing19th Century Literature | 19th Century LiteratureConflict Poetry + Unseen (ongoing) | Conflict Poetry + Unseen (ongoing) | Non-fiction reading and Transactional writing | Non-fiction reading and Transactional writingSpoken Language | Modern textPPE (Lang 1 and ?) |
| Skills | Read and appreciate a wide range of texts.Critically evaluate: texts through reading for comprehension; reading for different purposes; summarising and synthesising; identifying and interpreting themes, ideas and information; exploring all aspects of literature and non-fiction texts and making critical comparisons. Gaining and then drawing on knowledge of context in analysis.Analysing a writer’s choice of vocabulary, form, grammatical and structural features and evaluating impact and intention.Making and informed personal response.Write fluently, effectively and accurately.Make notes, draft and write, including information provided by others.Revise, edit and proofread.Speak confidently, audibly and effectively for a range of purposes.Consolidate and build on knowledge of grammar and vocabulary (to use as a writer and to interpret, analyse and evaluate as a reader). |
| ,Assessment | Transition assessment (Language Paper 1)1x ICA +1 ‘book-look’ | 2x ICAs per half term +1 ‘book-look’ | 2x ICAs per half term +1 ‘book-look’ | 2x ICAs per half term +1 ‘book-look’ | 2x ICAs per half term +1 ‘book-look’ | PPE (Language Paper 1 and ?) |
| Linked learning | New scheme of work (Lit in Colour/The Empress)-more diverse curriculumThe department has close links with humanities, especially History, Religious Studies and Geography. AO3 in Literature requires contextual knowledge covering a broad range of historical events, movements, time periods, etc.Drama and Shakespeare texts have a clear link to the Drama curriculum. |
| \*SMSC Links | 253. Provision for the spiritual development of pupils includes developing their:•ability to be reflective about their own beliefs (religious or otherwise) and perspective on life•knowledge of, and respect for, different people’s faiths, feelings and values•sense of enjoyment and fascination in learning about themselves, others and the world around them•use of imagination and creativity in their learning254. Provision for the moral development of pupils includes developing their:\* ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England•interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues255. Provision for the social development of pupils includes developing their:•use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds•acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain256. Provision for the cultural development of pupils includes developing their:•understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others•understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain•ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities•interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities |
| Literacy | All reading, writing, speaking and listening skills taught and developed across the curriculum. | Numeracy | Use of numeric forms in non-fiction reading and writing (facts, statistics). Use of basic numeracy skills in determining meter or numbering of lines (literature and language). Identifying and determining patterns and graphic organisers or flow charts for planning and revision across the curriculum. |
| Enrichment | Writing competitions.‘Toastmasters’ opportunity (public speaking coaching).Lit in Colour Student Conference Creative writing workshopsTheatre visits and other educational trips |
| Impact | Enthusiasm for reading, writing and formalised speaking.A deeper understanding of a variety of texts.A growing confidence with a range of communication techniques.Empathy and understanding with a range of cultures and contexts.A desire to engage with the subject beyond the classroom.Improved communication skills. |

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| Ways to support student learning in this subject |
| * Encourage the completion of homework
* Discuss and question links to modern society (literature)
* Use non-fiction texts that are modern and topical; address current events
* Discuss language and literature and their progress; review past assessments for improvements
* Encourage reading and writing outside of class activities and celebrate personal interest in the subject
* Use of low stakes questioning, assessments and tasks that will build confidence
* Use of GCSEPod, Seneca Learning, BBC GCSE Bitesize, etc to consolidate knowledge and for revision opportunities
* Publicise and/or plan educational visits that will support learning (drama texts, student conferences, etc)
* Regular assessments will be scaffolded and controlled and students to become more independent as the school year progresses
* Refer students to PiXL and teacher created revision materials (shared via e-mail, Teams and LaunchPad)
* Purchase CPD revision guides and workbooks for independent revision and practice
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