



Year Group	Year 10					
Subject intent	<p>This is the start of the two year GCSE English Language and Literature course that will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. We prepare students for the Language paper through explicit teaching of reading and writing skills; as well as exposing students to credible examples.</p> <p>Formal assessments can consist of written essays and oral presentations. At the end of the year, the students will undergo a Language and Literature exam whereby all aspects of the course, both knowledge and skills, will be tested.</p>					
Subject Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p>Introduction to Non-fiction Texts for English Language Paper 2: Newspaper articles/ reviews</p> <p>Language analysis *persuasive techniques *analysing differences and similarities</p> <p>Macbeth: Context- Jacobean era Explorations of the following Form: Structure: Tragedy</p>	<p>Language Paper 1 Literary Short Stories Application of reading: English Language Paper 1 <i>'Chemistry'</i> <i>'Odor of Chrysanthemums'</i> <i>My Polish Teacher's tie</i> Reading and comprehension *Character analysis: *Setting *Writer's methods</p>	<p>Love and relationship Poetry - Romantic Poetry Comment, explain and analyze the following. *Form *Structure *Language *Themes *Comparison</p>	<p>Language Paper 1- Section B- Creative writing – narrate and describe. Use images/ theme or character from poems to stimulate opportunities for descriptive and narrative writing.</p>	<p>Exam revision: Language paper 1 <i>*Macbeth</i> <i>*Love and relations poetry</i> *GCSE English Language Paper 1 assessment. GCSE English Literature Paper 1 assessment.</p>	<p>Modern play – DNA *Themes *Character *Setting *POV *Language</p>



	<ul style="list-style-type: none"> *Soliloquy*Setting *Dramatic irony *Aside *Prologue *Iambic pentameter <p>Language:</p> <ul style="list-style-type: none"> *Allusion *Metaphors * Similes etc 					
Skills	<p>AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise from different texts.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence...AO4: Evaluate texts critically and support this with appropriate textual references.</p>	<p>AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise from different texts.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence...AO4: Evaluate texts critically and support this with appropriate textual references.</p>	Continue study of Shakespeare play; <i>Macbeth</i> and develop skills through close study of key extracts and relationship to whole.	<p>Candidates are required to show the abilities described in AO1, AO2 and AO3 through tasks which require them to make comparisons across texts.</p> <ul style="list-style-type: none"> *Understanding the main ideas in the poems. * Comparison, analysis of language and structure. *Independent student interpretation and responses. 	Examinations skills. Rubric of the four examination papers and key Assessment Objectives (AOs)	<p>AO1 Identify and interpret explicit and implicit information and ideas. Select and synthesise... AO2 Explain, comment on and analyse how writers use language and structure to achieve effects.. using relevant subject terminology to support their views.</p> <p>AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4 Evaluate texts critically and support</p>



						this with appropriate textual references.
Subject Impact	This topic places the learner back at the centre of curriculum by promoting learners making both group and personal connections with the content and having genuine discussion, analysis and evaluation.	This topic places the learner back at the centre of curriculum by promoting learners making both group and personal connections with the content and having genuine discussion, analysis and evaluation.	This topic places the learner back at the centre of curriculum by promoting learners making both group and personal connections with the content and having genuine discussion, analysis and evaluation.	This topic places the learner back at the centre of curriculum by promoting learners making both group and personal connections with the content and having genuine discussion, analysis and evaluation.	This topic places the learner back at the centre of curriculum by promoting learners making both group and personal connections with the content and having genuine discussion, analysis and evaluation.	This topic places the learner back at the centre of curriculum by promoting learners making both group and personal connections with the content and having genuine discussion, analysis and evaluation.



Assessment	<p>Formative assessment: Letter response to an article.</p> <p>Summative assessment: GCSE English Language Paper 2 - Writing</p>	<p>Summative assessment: GCSE English Language Paper 1 - Reading style response to 'Odor of Chrysanthemums'</p>		<p>Formative: oral presentation of a chosen poem from the unit.</p> <p>Summative assessment: discussion/comment/analysis Compare the theme of relationship by two poets studied in this unit.</p>		
Sequencing	Retrieving Persuasive techniques. interleaving and spacing	Retrieving spacing - context witches during Jacobean Era Retrieving Spacing women's place context	Spacing the divine right to rule; the great chain of being context	Retrieving spacing and interleaving	Retrieving spacing and interleaving	Retrieving spacing and interleaving

Text Book/Reference/Resource guide

Encyclopædia Britannica

Victorian web- <http://www.victorianweb.org/>

BBC Bitesize –English Literature poetry: <http://www.bbc.co.uk/education/guides/z8kyg82/revision/5>

British Library Learning Resources: <https://www.bl.uk/learning>

BBC Bitesize English Literature:

<http://www.bbc.co.uk/education/topics/zksydcdm>

AQA GCSE: English Language Developing the skill for Learning and Assessment

AQA GCSE: English Language Assessment preparation Paper 1 and Paper 2