

Subject: English

What students are learning through Year 10 and Year 11:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Literature <i>An Inspector Calls</i> by J B Priestley</p> <p>Revise and refine concepts: catharsis, anagnorisis, social inequality, literature as a catalyst for social change, authorial intent and influence, academic writing, conventions of modern drama, dramatic irony, language analysis</p> <p>New Knowledge:</p> <ul style="list-style-type: none"> - Priestley, Post-War and Edwardian Britain - Thrillers and structural devices - Literary theory - Staging, stage directions and performance decisions <p><i>Building explicitly on Modern Drama unit, Y9 Term 5, and social change concepts in KS3 texts: I am Malala, Long Way Down, Blood Brothers, Animal Farm</i></p>	<p>Literature <i>A Christmas Carol</i> by Charles Dickens</p> <p>Revise and refine concepts: grammar in literature (listing, multi-clause sentences etc), character development, exposition, setting, characterisation, inequality, literature as an agent for social change, authorial intent and influence, language devices and symbolism, the supernatural, academic writing, epiphany</p> <p>New Knowledge:</p> <ul style="list-style-type: none"> - Dickens and Victorian London - Religious imagery - Victorian views of Christmas, charity and family - Literary theory - Strategies for approaching the GCSE Victorian Prose question: extracts and academic writing. <p><i>Building explicitly on Novel units studied in Y8 Term 3 and Y9 Term 3, and Gothic units studied in Y7.</i></p>	<p>Literature <i>Macbeth</i> by William Shakespeare</p> <p>Revise and refine concepts: tragic conventions (peripeteia, anagnorisis, catharsis), Shakespearean conventions (storms and chaos, decline, power, fate, prophecy, conflict), rhetoric, soliloquy, iambic pentameter, conceit, supernatural, dramatic irony, dramatic conventions and directorial decisions</p> <p>New Knowledge:</p> <ul style="list-style-type: none"> - Jacobean England (social and political context of: witchcraft; the gunpowder plot and religious tensions; kingship and succession; gender stereotypes) - Macbeth – key scenes, characters, symbols and developing themes - Concepts: duality, deceit, deterioration, control - Strategies for approaching the GCSE Shakespeare question: extracts and academic writing. <p><i>Building explicitly on Shakespeare studies in Y7 Term 5 and Y9 Term 1, and on Poetry studied in Y8 Term 4. This unit and the key literary ideas about structure, genre and authorial intent draw on learning from Y10 Terms 1 and 2.</i></p>		<p>Literature <i>Poetry Anthology: Power and Conflict</i></p> <p>Revise and refine concepts: poetic form and structure, rhyme, metre, punctuation, enjambment, end-stopping, emphatic positioning, word classes, grammar for analysis, literature as an agent for social change, authorial intent and influence, narrative perspective, characterisation, dramatic monologue, Blake and Romanticism, language devices</p> <p>New Knowledge:</p> <ul style="list-style-type: none"> - Context and background for anthology poems - Thematic and language links between poems - Strategies to approach the anthology question at GCSE, including academic writing to compare <p><i>Building explicitly on Poetry study in Y8 Term 4 and Y9 Term 5.</i></p> <p>Language Short Creative Writing Unit Language Paper 1 Q5 Preparation</p> <p>Revise and refine concepts: grammar for writing, narrative structure, characterisation, vocabulary selection, language devices, symbolism, focus shifts, contrast, repetition and pattern, motif, voice</p> <p>New Knowledge:</p> <ul style="list-style-type: none"> - Character creation – depth, background and detail - Setting creation – locations with depth and believable detail - Strategies for Language Paper 1 Q5 in timed conditions <p><i>Building explicitly on writing units in KS3 which support foundational grammar knowledge for crafting sentences and writing with precision, and on creative writing units in Y7 Term 2 & Term 6, Y9 Term 2 & Term 4.</i></p>	

<p>Year 11</p>	<p>Language Language Paper 1 Reading Strategies to approach Q1-4, including revising and refining knowledge of: language devices; vocabulary, structural devices, and writing about effect</p>	<p>Language Language Paper 2 Reading Strategies to approach Q1-4, including revising and refining knowledge of: language devices; vocabulary, structural devices, and writing about effect</p>	<p>Language Language Paper 2 Writing Revise and refine concepts: rhetoric, grammar for writing, purpose, audience, register, Standard English</p> <p>New Knowledge:</p> <ul style="list-style-type: none"> - Strategies for Language Paper 2 Q5 in timed conditions <p><i>Building explicitly on transactional writing units in Y7 Term 4, Y8 Term 2 & 6, and Y9 T6.</i></p>	<p>Revision and Exam Preparation</p> <p>At this stage, teachers will plan revision content specific for the needs of their class in preparation for all four examinations, including teaching and practice for Unseen Poetry questions.</p>	
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