

 **Alcester Academy Curriculum Planning: Key Stage 4 (Year 10)**

Department: English		Year Group: 10					
Term	Topic/subject	Assessment Objectives	Knowledge acquisition	Skill building <i>Intent</i>	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autumn 1	Power & Conflict poetry	Fiction Poetry NF element to include context	<p>Knowledge of whole Power and Conflict anthology</p> <p>How to successfully compare two poems utilising personal response and assessment objectives</p>	<p>Building on:</p> <p>Previous knowledge of poems from the anthology;</p> <p>Understanding and utilising context;</p> <p>Interpretation of writers' intentions;</p> <p>Forming a personal response to the poems;</p> <p>Learning to:</p> <p>Understand the wider poetry anthology and how each poem links;</p> <p>Write an extended comparative response;</p>	<p>Numeracy:</p> <p>Patterns within poetry; subject specific language</p> <p>SMSC:</p> <p>Understanding key cultural events and poets; discussion of morality of war and conflict; use of empathy; knowledge of heritage poets.</p> <p>Literacy:</p> <p><i>Remains</i> – ATOS level 5.3 R/A 10.4</p> <p><i>War Photographer</i> – ATOS level 6.6 R/A 11.7</p>	Exam style comparative question: <i>Compare how (poet) conveys (power or conflict) with one other poem of your choice</i>	<p>Key generic vocabulary:</p> <p>Poet; stanza; context; assessment objectives; comparison; similarities; differences; poetic device; opinion; structure; form; rhyme; rhythm; persona; narrative; caesura; enjambment; alliteration</p> <p>Widgit words:</p> <p>Stanza; rhyme; rhythm; structure; poetic device;</p>

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				<p>Ensure identification of all assessment objectives utilised within response;</p> <p>Create constructive revision documents that demonstrate understanding of the full poetry anthology</p> <p>Orally – constructing opinion pieces to deliver to wider audience.</p>	<p><i>Bayonet Charge</i> – ATOS level 9.7 R/A 14.8</p> <p><i>Poppies</i> – ATOS level 8.4 R/A 13.5</p> <p><i>London</i> – ATOS level 9 R/A 14.1</p> <p><i>My Last Duchess:</i> ATOS level 7.6 R/A 12.8</p> <p><i>The Prelude:</i> ATOS level 10.3 R/A 15.4</p> <p><i>Ozymandias:</i> ATOS level 8.6. R/A 13.7</p> <p><i>Storm on the Island:</i> ATOS level 7.7. R/A 12.8</p> <p><i>Tissue:</i> ATOS level 8.5. R/A 13.6</p> <p><i>Checking out me history:</i> No level available</p> <p><i>Kamikaze:</i> ATOS level 14. R/A. 19.1</p>	<p>context; sensory language;</p> <p>Specific language required for each lesson to be on slide 1</p> <p>Word mats for longer pieces of writing</p> <p>Reading aloud of texts to ensure comprehension</p>
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					<p><i>The Emigree</i>: ATOS level 6.3. R/A 11.4</p> <p><i>Charge of the Light Brigade</i>: 6.5. R/A 11.6</p> <p><i>Exposure</i>: ATOS level 8.2. R/A 13.3</p>		
Autumn 2	Language paper 1 study	<p>Fiction preparation</p> <p>Assessment objectives A01,2,4,5,6</p>	<p>Development of exploring language and structure and application of meta-language and evaluation skills.</p> <p>Embedded/relevant details or quotations as effective support for effective interpretation.</p> <p>Creating engaging, creative texts with technical accuracy</p>	<p>Building on:</p> <p>Skills of being able to identify and interpret explicit and implicit information and ideas;</p> <p>Select and synthesise evidence from different texts;</p> <p>The ability to explain, comment on and analyse how writers use language and structure for effect;</p> <p>Using subject terminology to support response;</p> <p>Communicating with increasing clarity and structure;</p>	<p>Numeracy:</p> <p>Structure and pattern within text</p> <p>SMSC:</p> <p>Discussion of topical and relevant issues raised with sources; use of empathy; reference to British Values; exploration of feelings and emotions, stressful events</p> <p>Literacy:</p> <p><i>Jigs and Reels</i>: ATOS level 7.3. R/A 12.4</p> <p><i>Sound of Thunder</i>: ATOS level 5.1. R/A 10.2</p>	<p>English Language style exam question – either full paper over several lessons or selected questions. To include evaluation and creative writing within assessment.</p>	<p>Key generic vocabulary:</p> <p>Fiction; analysis; evaluation; structural features; language devices; shifts in focus; flashbacks; linear;</p> <p>Widgit words:</p> <p>Fiction; analysis; language device; structure; opinion; tone; creative writing; paragraphs; punctuation</p> <p>Key specific language to each extract to be included in slide 1 of lesson</p>

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				<p>Increasing use of sophisticated vocabulary;</p> <p>Ability to present views orally to a wider audience;</p> <p>Learning to: Work consistently within demands of exam assessment objectives;</p> <p>Increase confidence in critical voice to enable effective evaluation skills;</p> <p>Adapt creative writing to suit task/purpose;</p> <p>Increase sophistication of vocabulary and punctuation use for effect;</p>	<p><i>Labyrinth</i>: ATOS level 7.5. R/A 12.6</p> <p><i>The Tiredness of Rosabel</i>: ATOS level 6.3. R/A 11.4</p> <p><i>Morning Glass</i>: ATOS level 6.9. R/A 12</p> <p><i>The Hawaiian Archipelago</i>: ATOS level 8.6. R/A 13.7</p> <p>Individual teachers may use further extracts that they deem appropriate for their groups.</p>		<p>Extracts to be read aloud to allow for comprehension</p>
Spring 1	End of year LANGUAGE and LITERATURE EXAMS	All Language (AO1-6) and Literature AOs will be assessed during this term.		<p>Building on: Prior knowledge of Literature texts – anthology poetry, unseen poetry & Modern Drama;</p> <p>Prior knowledge of the use of analysis, comparison and evaluation;</p>	<p>Numeracy: Timings and planning for questions;</p> <p>SMSC: Exploration of historical and cultural identity through reading</p>	Year 10 English internal examination of Language Paper 1 (Mr Fisher), Paper 2 (Surfboards), and Literature Paper 2 (Sections A, B and C)	<p>Key generic vocabulary: Context; comparison; summarise; synthesise; evaluation; Historical; intention; stagecraft;</p>

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				<p>Ability to write longer responses that address relevant AOs required per question.</p> <p>Learning to: Consistently adapt their writing to the demands of individual questions, including use of context, analysis and evaluation;</p> <p>Manage their exam timings;</p> <p>Create Speaking and Listening tasks that meet the demands of the GCSE specification.</p>	<p>extracts; personal feelings in relation to subject content in extracts; creation of thoughtful personal responses;</p> <p>Literacy:</p> <p><i>Morning Glass</i>: ATOS level 6.9. R/A 12</p> <p><i>The Hawaiian Archipelago</i>: ATOS level 8.6. R/A 13.7</p> <p>Texts used during this term for exam preparation have largely been previously documented and will be chosen by individual teachers to use for revision.</p>		<p>Widgit words: Context; comparison; summarise; intention; drama;</p> <p>Many key words have been produced on previous word mats to be used where appropriately this term.</p> <p>Reading questions and extracts aloud will allow for understanding of both extracts and question demands.</p>
Spring 2	Shakespeare study; <i>Macbeth</i> OR	Fiction Assessment Objectives A01,2 & 3	Knowledge of seminal Shakespeare play	Building on: General knowledge of Shakespeare from study of previous plays;	Numeracy: Number patterns in Shakespeare's language;	Exam style question: 'Beginning with this extract, explore how	Key generic vocabulary: Iambic pentameter; prose; blank verse; verse;

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	<i>Romeo and Juliet</i>	Some NF articles used where appropriate	Writing to the demands of a GCSE question	<p>Use of analytical and evaluation skills;</p> <p>Writing longer responses that address all A0s;</p> <p>Understanding how context influences texts;</p> <p>Learning to: Study and develop love for close reading of plays;</p> <p>Understand Shakespeare and his context in more detail;</p> <p>Identifying and utilising key elements of social and historical context within written responses;</p> <p>Understand the language within the play in detail;</p> <p>Developing personal responses to writers' intentions;</p> <p>Focus specifically on the demands of Literature</p>	<p>SMSC: Historical and cultural identity through study of Shakespeare; understanding and discussing moral issues such as gender & arranged marriages.</p> <p>Literacy: <i>Macbeth</i>: ATOS level 10.9. R/A 16</p> <p><i>Romeo and Juliet</i>: ATOS level 8.6. R/A 13.7</p>	Shakespeare conveys his ideas.'	<p>context; writer's intention; personal response; stagecraft; dramatic device; filial duty; regicide; equivocal; kingship; gender; patriarchy;</p> <p>Widgit words; Shakespeare; context; society; gender; power; ambition; fatal flaw; witchcraft;</p> <p>Key vocabulary to be on slide one of each lesson</p> <p>Word mats available for longer writing tasks;</p> <p>Extracts and the wider play to be read aloud to allow for understanding of rhythm and</p>
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				<p>A0s and what is expected in a successful response.</p> <p>Orally – learning to read extracts of language aloud that develop understanding of rhythm of iambic pentameter</p>			unfamiliar vocabulary.
Summer 1	Continuation of Shakespeare study	As above	As above	As above	As above	As above	As above
Summer 2	<p>Return to Modern Drama text study (An Inspector Calls, Curious Incident OR Blood Brothers)</p> <p>Spoken Language endorsement</p>	Full coverage of Literature and Language A0s	Acquisition of exam skills required for Literature Paper 2 (Modern Texts – Section A)	<p>Building on: Explaining and commenting on how writers use language and structure to achieve effects;</p> <p>Effective use of analytical skills when studying language;</p> <p>Use relevant subject terminology to support their views;</p>	<p>Numeracy: Patterns within texts and structure.</p> <p>SMSC: Historical references that create moral discussion surrounding gender and society; discussion about society and disability.</p> <p>Literacy: <i>An Inspector Calls:</i> ATOS level 5. R/A 10.1</p>	<p>Exam style question.</p> <p>Choice of question to cover writers' presentation of either a theme or a character.</p>	<p>Key generic vocabulary: Play; stage directions; character; writer's intentions; context; moral; society; gender; government; narrative voice; symbolism; nature v nurture.</p> <p>Widgit words: Play; context; gender; society; government;</p>

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				<p>Use textual references effectively to support response;</p> <p>Demonstrating understanding of the relationship between texts and contexts in which they were written.</p> <p>Learning to: Orally – present in a formal setting;</p> <p>Listen and respond appropriately to spoken language;</p> <p>Use spoken Standard English appropriately.</p>	<p><i>Blood Brothers</i>; ATOS level 4.1. R/A 9.2</p> <p><i>Curious Incident of the Dog in the Night-time</i>; ATOS level 5.4. R/A 10.5</p>		<p>narrator; nurture; upbringing;</p>
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