

Subject: English Literature and English Language **Year:** 10 **Ability:** All

Term / Date(s)	Half-term 1	Half-term 2	Half-term 3	Half term 4	Half term 5/6
Topic	English Literature Paper 1 Shakespeare 'Macbeth' by William Shakespeare	19 th Century Novel: 'A Christmas Carol' by Charles Dickens	Language Paper 1, Section A: Fiction Reading, Section B Creative Prose	Language Paper 2, Section A: Non-fiction writing. Section B: Transactional Writing	Literature Paper 2, Section B Conflict Poetry
Topic overview	Students will read 'Macbeth' in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.	How to analyse a Victorian writer's creation of character, use of language and construction of plot and to show understanding of the moral message of a text.	Section A: How to identify and interpret information and ideas from a range of fiction extracts. They will also learn how to analyse language and structure to understand how writer's influence the reader. Section B: How to use language creatively and imaginatively to construct an extended narrative with a sustained plot and convincing characterisation.	Section A: How to identify and interpret information and ideas from a range of fiction extracts. They will also learn how to analyse language and structure to understand how writer's influence the reader. Students will learn how to select and synthesise evidence from different non-fiction texts. Section B: How to write for a variety of transactional writing purposes and for a range of audiences.	How to interpret the meaning and the moral message of the Power and Conflict anthology poems and to analyse the language, form, themes and structure of each individual poem. Students will also learn how to compare meaning, language, themes and structural features across the cluster. Students will learn the poems in groups across the year to support with recall and retention.
Pupils will learn...					
Components	Students will understand and explore the relationships between texts and the contexts in which they were written to develop a deeper understanding of the meanings and ideas. Context should focus on Jacobean England, King James and the supernatural, the Great Chain of Being and the role of women. Students will know how to read, understand and respond to texts in order to confidently analyse a text independently.	Students will explore the Victorian context and how this is portrayed within the novel in order to understand society's attitudes to the poor and the Victorian approach to Christmas. Students will read; discuss literal and inferred meaning; and explore events, relationships, actions or events in order to interpret ideas within the text and the motivations of the characters. Students will use apt reference to the text, including concise, direct quotations, in order to	Section A: Students will select relevant, concise quotations in order to support an accurate viewpoint. Students will read and evaluate extracts of fiction in order to be able to analyse in exam conditions. Students will accurately identify subject terminology in order to comment on the effect of this on the reader. Section B: Students will use a five-part story structure in order to	Section A: Students will understand a range of non-fiction texts in order to make accurate inferences. Students will read and evaluate a 19 th and 21 st century text in order to be able to analyse and compare in exam conditions. Students will read and evaluate a non-fiction text in order to come to a considered, personal judgement. Students will read and evaluate a non-fiction text in order to come to a considered, personal judgement. Students will compare writers' ideas and perspectives across two non-	Students will read and understand the power and conflict cluster in the AQA anthology in order to prepare for the GCSE examination. Students will explore how poets use language devices and structural devices when conveying a theme or message in order to analyse writer's choices. Students will explore a range of perspectives and presentations of conflict in order to analyse writer's choices and understand how conflicts affect individuals and communities. Students will use concise quotations and textual references to support and develop interpretation and

	<p>Students will use textual references, including quotations, to support and illustrate interpretations.</p> <p>Students will know how to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Students will understand how to identify and analyse a theme in order to develop a considered interpretation of the writer's intentions.</p> <p>Students will be able to maintain a critical style and develop an informed personal response in order to express a point of view and thoughts on a text within an extended response.</p> <p>Students will know how to use a range of vocabulary and sentence structures to ensure written work has clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>develop a convincing and informed personal response when in an exam.</p> <p>Students will explore themes, settings and ideas within the text with consideration of the writer's social, historical and cultural context in order to develop a considered interpretation of the writer's intentions and methods.</p> <p>Students will explore how Dickens creates character and how characters develop or change across the novella in order to show consideration of how structure is used to influence the reader.</p> <p>Students will identify the writer's choice of vocabulary, grammatical and structural features in order to evaluate how a writer creates meaning and effects.</p> <p>Students will use a critical style in order to structure and develop an effective argument in exam conditions.</p>	<p>create a cohesive and fluid narrative.</p> <p>Students will use descriptive language (including imagery, pathetic fallacy and figurative language) in order to create effective settings and characterisation.</p> <p>Students will use language techniques and structural devices to create tension in order to engage a reader.</p> <p>Students will use sentence types, sentence structures and paragraphing to support cohesion and to engage and sustain the reader's interest.</p> <p>Students will use accurate spelling, punctuation and grammar in order to write with clarity and precision.</p>	<p>fiction texts in order to understand a range of perspectives and ideas.</p> <p>Section B: Students will use examples of formal letters, informal letters, speeches, reviews, articles, reports and guides, covering a range of topics and issues to use as a stimulus for students' own extended writing.</p> <p>Students will understand the varying formats and layouts for each of the transactional writing types to see how each transactional writing piece may differ from another.</p> <p>Students will incorporate a variety of rhetorical devices to suit a range of forms, audiences and purposes to practise within own writing.</p> <p>Students will practise each of the necessary formats using a variety of question titles to ensure students know the accurate layout for each type of question.</p> <p>Students will revise and practise using accurate spelling, punctuation and grammar in order to improve technical accuracy in sustained writing pieces.</p> <p>Students will use examples to identify tone and register to create writing for a variety of audiences.</p> <p>Students will incorporate a variety of sentence types and lengths and sentence openers within own writing in order for writing to be developed and ambitious.</p> <p>Students will create extended writing pieces using a taught structure of introduction, three main ideas and conclusion, to ensure writing is sustained and developed.</p>	<p>comparisons in order to support a viewpoint in their own analysis and writing.</p> <p>Students will explore how writer's use poetic devices to convey themes in order to draw comparisons across poems.</p>
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<p>What pupils should already know (prior learning components)</p>	<p>Throughout KS3 and KS4, students have studied a range of texts, developing their knowledge of how to consider contextual elements and how to analyse a text.</p> <p>Students should also be able to identify and incorporate relevant textual references to support their point of view.</p> <p>Students have read ‘An Inspector Calls’; this should have developed an understanding of how to read a playscript and the conventions of plays.</p> <p>Students have studied ‘A Christmas Carol’, developing their knowledge of how to analyse characters, themes and key events.</p>	<p>Conventions of Victorian literature and influences on the writer (Sherlock Holmes: Y9)</p> <p>How characters and settings are used to develop themes and add meaning to a text (Sherlock Holmes, 20th Century Novel: Y9)</p> <p>Use of supporting evidence (Sherlock Holmes, 20th Century Novel: Y9)</p> <p>How to identify and analyse the writer’s methods in a text.</p>	<p>Section A: Students should be able to select relevant quotes to support a viewpoint.</p> <p>Students should be able to identify and comment on the effect of techniques used by a writer.</p> <p>Students should be able to evaluate.</p> <p>Section B: How to use a story mountain to structure a narrative (Fictional Genre Writing: Y9).</p> <p>How to use language to create mood and atmosphere (Fiction Genre Writing: Y9. 19th Century and Post-1914 Prose Study: Y9).</p> <p>How to craft sentences for effect (Non-fiction writing Y7/8).</p> <p>How to use functional punctuation.</p>	<p>Section A: Students should be able to select relevant quotes to support a viewpoint.</p> <p>Students should be able to identify and comment on the effect of techniques used by a writer.</p> <p>Students should be able to use comparative phrases.</p> <p>Section B: How to write for a variety of purposes at KS3 level (letters, speeches, articles, reviews)</p> <p>How to accurately punctuate writing.</p> <p>Consider a viewpoint other than their own.</p> <p>How to use stimulus materials to support their own writing.</p> <p>How to construct an argument in writing.</p> <p>How to use grammatical and structural features to write a response.</p>	<p>The topic will build on poems studied in Y9.</p> <p>Students should know how to identify poetic and structural devices and comment on the effect of these devices and make accurate inferences (Animal poetry Y7, Relationship poetry Y8, Conflict poetry Y9)</p> <p>Students will know how the context of a text or poem can influence writer’s choices (Y7 MSLOTM, Y8 OMAM, Y9 Animal Farm, Y8 relationship poetry, Y7 Frankenstein and Dracula)</p>
<p>Transferable knowledge (skills)</p>	<p>Through reading ‘Macbeth’, students will develop their cultural and contextual knowledge of the world. They will develop their confidence with reading, understanding and responding to a text, which will prepare them for GCSE and studying literature at a higher level.</p> <p>Students will develop their use of textual references to support and illustrate interpretations.</p>	<p>This topic builds on students’ confidence in reading, understanding and responding to a text.</p> <p>It further develops students’ ability to analyse the language, form and structure used by a writer to create meanings and effects.</p> <p>It also furthers students’ confidence in exploring the relationships between texts and the contexts in which they were written.</p>	<p>Section A: This topic will build on students’ ability to make accurate inferences and select textual reference to support their viewpoint.</p> <p>This topic will build on students’ ability to retrieve explicit and implicit information from a text.</p> <p>Students will build on their ability to analyse features of fiction.</p> <p>Section B: This topic builds on students’ ability to communicate clearly, effectively and imaginatively.</p>	<p>Section A: This topic will build on students’ ability to make accurate inferences and select textual reference to support their viewpoint.</p> <p>This topic will build on students’ ability to retrieve explicit and implicit information from a text.</p> <p>Students will build on their ability to analyse features of non-fiction.</p> <p>This topic builds on students’ ability to communicate clearly, effectively and imaginatively.</p>	<p>The topic will build on students’ ability to read and understand poetry and develop an informed personal response. It will build on students’ ability to use quotes to support an develop interpretations.</p> <p>It will build on students’ ability to analyse language, form structure and to use subject terminology when analysing writer’s techniques.</p>

	Students will be able to apply their knowledge of how to analyse the language, form and structure used by a writer to create meanings and effects to a range of texts across subjects and in further study.		It further develops students' skills in organising information and ideas by developing confidence in their use of structural and grammatical structures to support cohesion and coherence. It also serves to further embed students' technical accuracy.	It further develops students' skills in organising information and ideas by developing confidence in their use of structural and grammatical structures to support cohesion and coherence. It also serves to further embed students' technical accuracy.	
Key vocabulary pupil will know and learn	Jacobean, protagonist, antagonist, motif, foil, pathetic fallacy, symbolism, allegory, foreshadowing, soliloquy, structure, stage directions, lighting, setting, symbolism, tension, conflict, dramatic moments, foreshadowing, dramatic irony, imagery, structure, allegory, themes, personal response, theme, tone, dialogue, grammar, textual reference, critique, teach, warn, infer.	Character, narrator, narrative voice, setting, theme, tone, inference, deduction, dialogue, novella, stave, pathetic fallacy, foreshadowing, genre, context, Victorian, symbolism, poverty, ignorance and want, redemption, responsibility.	Full stop, comma, capital letter, apostrophe, simple sentence, complex sentence, simile, metaphor, characterisation, setting, first person, story mountain, tense, 5-part structure, senses, tension, paragraph. Explicit, implicit, verb, adjective, adverb, simile, metaphor, tone, synthesis.	Full stop, comma, capital letter, apostrophe, semi-colon, simple sentence, complex sentence, compound sentence, paragraph, format, layout, argument, rhetorical devices, tone, register, audience.	Simile, metaphor, personification, context, stanza, rhyme, rhythm, semantic field, imagery, interpretations, onomatopoeia, oxymoron, repetition, sibilance, enjambment, caesura, conflict, grief identity
Resources available	AQA GCSE English Literature: https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/subject-content/shakespeare-and-the-19th-century-novel PDF of 'No Fear' version: https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbNxtc2dvd2R5YW5kc2NsYXNzZXN8Z3g6NGE2NWl4MjM3ZTFIZmQzMw Mr Bruff's detailed analysis of the text: https://www.youtube.com/playlist?list=PLqGFsWf-P-cMpq89C0yaU5scvuYilKUL Sparknotes: https://www.sparknotes.com/shakespeare/macbeth/	https://www.bbc.co.uk/bitesize/topics/zwhkxsg https://www.sparknotes.com/lit/christmascarol/	Eduqas Narrative Writing Resources: https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=1195 Eduqas past papers and mark schemes – can be found on website or shared folder. https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=1690 (reading skills) https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=1686 (implicit meaning) https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=1684 (comparison)	Shared area lesson resources: See English faculty Team folder. https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=1644 (technical accuracy resource) https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=1047 (approaches to writing)	Power and Conflict Anthology https://tutor-in.co.uk/aqa-power-and-conflict-poetry-gcse-english/

	Stuart Pryke: 'How to Teach Macbeth'.				
Notes Why this topic is important ...	<p>This topic focuses on a GCSE set text and will be on the GCSE Literature examination. Through studying a Shakespeare text, students will improve their reading and literature analysis skills which can be applied to a range of other GCSE texts.</p> <p>In addition, this topic will help students to develop the habit of reading widely and often, appreciating the depth and power of the English literary heritage.</p> <p>Through studying this topic, students will be able to write accurately, effectively and analytically about their reading, using Standard English.</p>	<p>This topic focuses on a GCSE set text and will be on the GCSE Literature examination. Through studying 'A Christmas Carol', students will improve their reading and literature analysis skills which can be applied to their other GCSE texts.</p> <p>It further builds on students' ability to consider the impact of the social, historical and cultural context on a writer's message.</p> <p>As well as this, it introduces students to the extract plus full text response exam structure.</p>	<p>This topic focuses on an element of the GCSE language exam. Through studying GCSE language, students will improve their ability to analyse non-fiction texts. It will provide them with the skills required to analyse both fiction and non-fiction.</p> <p>This will also support them with analysing the GCSE literature texts.</p> <p>This topic focuses on narrative writing which will be on the GCSE Language exam.</p> <p>Through exploring their own creative writing, students will practise using language, form and structure to create meaning and effects in order to engage a reader which aids their study of other writers' methods in the literature units.</p>	<p>This topic focuses on transactional writing which will be on the GCSE Language exam.</p> <p>Through exploring their own writing, students will practise using language, form and structure to create meaning and effects in order to engage a reader which aids their study of other writers' methods in the literature units and in non-fiction reading.</p> <p>In addition, writing for a variety of purposes can prepare students for real-world situations.</p>	<p>This topic focuses on a GCSE anthology and will be on the GCSE Literature examination. Through studying the Power and Conflict cluster, students will improve their reading and literature analysis skills which can be applied to a range of other GCSE texts.</p>