

Year 10		
Half Term	Skills	Links
Autumn 1 Prose Fiction (Using GCSE Literature short story anthologies as inspiration)	<p>Language:</p> <p>AO1:</p> <ul style="list-style-type: none"> identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	Year 10 begins with a study of the core skills that underpin much of the English GCSE. We have chosen to use the Literature anthologies as an inspiration for the skills in Language Paper 1 to ensure that pupils can engage with high-quality short stories and have an opportunity to discuss broader narrative techniques that may not be present in smaller extracts. Comprehension and analytical skills are revisited first through an exploration of a few stories from the anthology before we start to look more thoroughly at the required disciplines and the presentation of Exam questions themselves. One of the texts chosen is used as a stimulus for a “walking talking exam,” where pupils are, over a period of lessons, guided through an exam paper, answering each question with assistance from the teacher.
Autumn 2 Anthology Poetry – Power and Conflict 1. Charge of the Light Brigade 2. Exposure 3. Storm on the Island 4. Kamikaze 5. Remains 6. Bayonet Charge Each subsequent unit to be prefaced with the teaching of a single poem and comparison lesson to keep memory fresh.	<p>Literature:</p> <p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	Our second unit follows on with a study of some of the poems present in the <i>Power and Conflict</i> cluster of the AQA Poetry Anthology. These poems have been chosen to reflect more literal conflicts, as we believe that these will be easier for pupils to connect with as their first point of contact with their GCSE poems. The skills of comprehension and language analysis are relevant here, as is the more formal essay writing style of Paper 1, Question 4 though discussions of historical and social context are an additional demand from the unit, as is a return to comparison skills. The skills of comparison will be revisited regularly throughout the rest of Year 11 as there will be a small number of lessons at the start of each subsequent unit teaching a new poem and connecting it with others in the collection.
Spring 3 Poem: Poppies Contemporary Text – An Inspector Calls	<p>Literature:</p> <p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	Our first unit of the Spring term builds upon the study of Literature with our contemporary text: <i>An Inspector Calls</i> . We have placed this after the poetry unit as, in addition to sharing all relevant comprehension, linguistic, structural and contextual analysis skills, we feel that a play that holds the horrors of war in the audience’s mind would benefit from being taught relatively soon after a unit on war. Similarly, we feel that the context and social issues that drive this play will be beneficial to study before <i>A Christmas Carol</i> , as they cover similar thematic notes, but the language of Priestley is easier to access than that of Dickens.

<p>Spring 4 Poem: Checking Out Me History Shakespeare – Macbeth</p>	<p>Literature: AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>The second of the Spring half terms covers our most difficult text, linguistically speaking. The GCSE Shakespeare text we have chosen is Macbeth and we believe that the coverage of the previous units should provide pupils with a solid foundation upon which to base their understanding of the play. Pupils will, from the skills developed in previous units be able to comprehend the text's events, identify and analyse linguistic and structural features, link historically and socially relevant context to the text and their writing style should be developing to allow them to confidently express their ideas in longer-form written essays.</p>
<p>Summer 5 Poem: The Emigrée Voice and Perspectives (Thematic Non-Fiction and 19th Century)</p>	<p>Language: AO1:</p> <ul style="list-style-type: none"> identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	<p>The first half term of the summer returns to Language, specifically Paper 2 to introduce the pupils to the layout and demands of their second paper. The choice of texts will share a thematic link that will carry a thread through from the previous study of <i>An Inspector Calls</i> by focusing on injustices, inequality and other relevant social issues both past and present. Pupils will be again cover the skills of comparison, but these should be relatively fresh due to the coverage of a poem before each unit. This is in addition to the more fundamental comprehension and analysis skills that underpin most units. Pupils will also be introduced more thoroughly to the skills of writing to argue, persuade and advise, which will be beneficial for their Speaking and Listening endorsement in the following unit.</p>
<p>Summer 6 Poem: War Photographer Speaking and Listening Endorsement – Speeches</p>	<p>Language: AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.) AO7: Demonstrate presentation skills in a formal setting AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations AO9: Use spoken Standard English effectively in speeches and presentations.</p>	<p>Building upon the writing skills of the previous unit, pupils will spend this unit preparing for and completing the first formal assessment of their GCSE course: their Speaking and Listening endorsements. Pupils will be taught about structuring an argument and providing logically sound reasons for their ideas, in addition to having opportunities to communicate with their peers in both discursive and presentational tasks. Finally, they will write and prepare a short presentation about a topic of their choosing to deliver in a formal setting. This will be assessed and marked by the class teacher using guidelines provided by AQA.</p>

Year 11		
Half Term	Skills	Links
Autumn 1 Macbeth? Language Paper 1 Refresh	<p>Language:</p> <p>AO1:</p> <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, 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 this with appropriate textual references</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p>AO7: Demonstrate presentation skills in a formal setting</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations.</p>	<p>Year 11 begins with a refresher on the core skills of the subject. Both Language Paper 1 and 2 are quickly refreshed to ensure that pupils are familiar with all relevant skills (excluding context analysis found in Literature) and structured in a way to build towards Language Paper 2's writing question and the related Speaking and Listening endorsement that pupils did not get the opportunity to complete last year due to necessary curriculum alterations.</p> <p>Pupils will, by the end of the unit, have planned, prepared and performed a presentation that will be marked by class teachers using guidance from AQA.</p>
Autumn 2 Nineteenth Century Text – A Christmas Carol Language Paper 2 Refresh	<p>Literature:</p> <p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>The second half term will see pupils studying A Christmas Carol. They will develop all necessary Literature skills in this unit (outside of comparison) analysing language, structure and relevant contextual information. This will give them a solid foundation for them to lead into their next unit, which is a more broad recap of comparison skills across both Language and Literature.</p>
Spring 3 Comparison Skills <ul style="list-style-type: none"> • Language Paper 2 – Question 4 • Literature Paper 2 – Anthology Poetry • Literature Paper 2 – Unseen Poetry 	<p>Language:</p> <p>AO1:</p> <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, 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>Literature:</p> <p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>We begin the new calendar year with a unit covering the comparison skills required for Paper 2 from both Language and Literature.</p>

<p>Spring 4 Exam Skills & Revision Language and Literature</p>	<p>Language: AO1:</p> <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.) AO7: Demonstrate presentation skills in a formal setting AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations AO9: Use spoken Standard English effectively in speeches and presentations. Literature: AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>The final two half terms will be filled with exam practice. Pupils will spend their final few months polishing their skills and applying the necessary discipline to write high quality responses within the time allowed.</p> <p>Focus will change depending on the specific upcoming exams, but pupils will be able to have gaps in knowledge identified and given the opportunity to practise questions under the stricter timing of the exams in a more sustained manner, allowing them to build the stamina required for their final assessments.</p>
<p>Summer 5 Exam Revision</p>	<p>Language: AO1:</p> <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.) AO7: Demonstrate presentation skills in a formal setting AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations AO9: Use spoken Standard English effectively in speeches and presentations.</p>	
<p>Summer 6 N/A</p>		