

Year 10 HT 1	Skills, content, objectives	Teaching and learning resources, keywords	Assessment, homework	CEIAG Opportunities including roles and competencies	Standardisation/ Moderation
	<p>English Language Paper 2 Skills: Crime and Punishment Non-Fiction (19th Century/modern)</p> <ul style="list-style-type: none"> • Explore writer's ideas/perspectives • Comparisons on how ideas are presented • Analysis of language • Read critically and infer and deduce information • Write to express a point of view • Use sentences for impact • Use vocabulary and punctuation for effect <p>R1a, d. R2a, b, c, d, e, g, h</p> <p>W1b, c GV1a, c, d</p> <p>IT (i) (ii) Research</p>	<ul style="list-style-type: none"> • Understanding of syntax and grammar of 19th century texts • Writers as social commentators advocating for change • Read a range of 19th century non-fiction identifying attitudes • Inference and deduction • Exploring evidence • Writing to express a point of view • Planning • Paragraph construction including constructing counter-argument • Persuasive features/rhetoric • Use of varied sentences/sentence construction. <p>Themes:</p> <ul style="list-style-type: none"> • Power and exploitation • Attitudes to punishment <p>Vocabulary (NHTW) macabre, abhorrence, reverence, solemn, callousness,</p>	<p>Assessment: Paper 2 style responses on writer's view and perspectives. Comparing 19th and 21st century texts. Inference and retrieval</p> <p>Extended response: Writing to argue: capital punishment/prisons</p> <p>Homework: Research on context of crime and punishment, individual authors. Written paragraphs for arguing a point of view. Key vocabulary work. Research on key areas eg: death penalty</p>	<p><u>Competencies:</u> aiming high and communication</p> <p><u>Career role/focus:</u> Law and legal Public Relations</p>	<p>Familiarise staff with mark scheme to assess pupils work: GCSE Lang paper 2 mark scheme. Consider balance of AOs (AQA Feedback 2019 materials) to establish standards examples requested from previous year's exam series to establish standards. Staff to create model paragraphs.</p> <p>Dept /INSET time used for moderation of assessment.</p> <p>Post exam results, use AQA ERA to feed into marking and planning. AQA yearly materials on Reflecting on Exams. Cumbria Network Meetings</p>

<p>HT 1/2</p>	<p><u>Skills, content, objectives</u> 19th Century Novel – A Christmas Carol</p> <ul style="list-style-type: none"> • AO1: Read, understand and respond to texts. Students should be able to: <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 • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>R1a, d. R2a, b, c, d, e, g, h</p> <p>W1b, c GV1a, c, d</p> <p>IT (i) (ii) Research task</p>	<p>compassion, humanity, dehumanised, confinement</p> <p><u>Teaching and learning resources, keywords</u></p> <p>Contextual information on: Industrial Revolution, Child Poverty/Education, Poor Law, Thomas Malthus, Dickens</p> <ul style="list-style-type: none"> • Form : fairy tale, ghost story, parable allegory, narrative perspective • Language and structural techniques – use of time, the supernatural, redemption, religious references, motifs of light/heat, character archetypes • Writer’s intentions • Analytical/academic writing, comparative essay writing skills <p>Vocabulary: NHTW: avarice, altruism, cynicism, empathy, humanitarianism, redemption, infernal, Benevolence, transformative, egalitarian</p>	<p><u>Assessment, homework</u></p> <p>Tests on key quotations. Knowledge recall and retrieval</p> <p>Analysis on key character: presentation of Scrooge. Comparative analysis: Characters and their attitudes Key analysis on theme throughout the novel Descriptive writing using pathetic fallacy/writing in the style of Dickens</p> <p>Marked using GCSE lit mark scheme. Green pen response in exercise books; modelled teacher response to guide improvements</p> <p>Homework tasks: Research on context, learning of key quotations, independent writing tasks, independent analysis.</p>	<p><u>CEIAG Opportunities including roles and competencies</u></p> <p><u>Competencies:</u> Creativity, literacy</p> <p><u>Career role focus</u> Writing and Publishing</p> <p>Enrichment opportunity: a theatre performance</p>	<p><u>Standardisation Moderation</u></p> <p>Familiarise staff with mark scheme to assess pupils work: GCSE Lit paper mark scheme. Consider balance of AOs (AQA Feedback 2019 materials) to establish standards particular focus on comparison element. examples requested from previous year’s exam series to establish standards. Staff to create model paragraphs.</p>
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HT 3	<u>Skills, content, objectives</u>	<u>Teaching and learning resources, keywords</u>	<u>Assessment, homework</u>	<u>CEIAG Opportunities including roles and competencies</u>	<u>Standardisation Moderation</u>
	<p>Power and Conflict Poetry, Unseen poetry skills, descriptive writing</p> <ul style="list-style-type: none"> • AO1: Read, understand and respond to texts. Students should be able to: <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 • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Make critical comparisons between poems R1a, d. R2a, b, c, d, e, g, h</p> <p>W1b, c GV1a, c, d</p>	<p>Initial reading focus covers Power of Nature/Natural World (Storm., Exposure, Prelude, Ozymandias?)</p> <p>Contextual information on: Northern Ireland Troubles, First World War, Wordsworth</p> <ul style="list-style-type: none"> • Form (sonnet, narrative, epic, dramatic monologue, impact of form) • Poetic techniques – sound (assonance, consonance, plosive, sibilance) rhythm, rhyme, metre (blank verse, iambic pentameter, Half-rhyme, para-rhyme, end-stopped) Figurative language/imagery. Structure (caesura, enjambment, volta, refrain.) • Romanticism/the sublime, • Writer’s intentions • Analytical/academic writing, comparative essay writing skills <p>Vocabulary: NHTW for each poem,</p> <p>Prelude: maternal, feminised, celestial, arrogance, grace, mystical, disempowerment, ominously, indefinable, entity, vulnerability, mortality, oppress, overwhelm</p> <p>Storm: fortitude, turbulent, collective, uprising, epicentre, onslaught, isolation, impervious</p>	<p>Tests on poetic terminology/quotations.</p> <p>Shorter Analysis of language And structure in individual poems first: eg How does Heaney use language to present the weather as a threat? Eg How does Owen use structural features to show the hopelessness of the soldiers? Eg Identify and explain the use of volta in Extract from the Prelude</p> <p>Comparative analysis: How is the power of the natural world presented in</p> <p>Marked using GCSE paper 2 mark scheme. Green pen response in exercise books; modelled teacher response to guide improvements</p> <p>Homework tasks: Annotation of dystopian extracts for features. Independent writing tasks building up to main assessments</p>	<p>Competencies: Teamwork, problem-solving Career role focus: Public Relations, tourism</p> <p>Enrichment opportunity: Visiting poet Wordsworth Trust Workshops/Dove Cottage visit</p>	<p>Familiarise staff with mark scheme to assess pupils work: GCSE Lit paper 2 mark scheme. Consider balance of AOs (AQA Feedback 2019 materials) to establish standards particular focus on comparison element. examples requested from previous year’s exam series to establish standards. Staff to create model paragraphs</p>

<p>HT3</p>	<p>Creative writing using poetry as stimulus (running alongside poetry study)</p> <ul style="list-style-type: none"> • Write effectively for different purposes • Select vocabulary grammar and form which is effective for audience • Use language and form creatively and imaginatively • Maintain coherence across a text <p>W1a, b, c. W3a, b, c GV1b,</p>	<p>Exposure: inaction, impotent, compassion, potency, passive, futility, endured, interminable, indifference</p> <p>Adapt and use imagery from the poems to write creatively about nature (a. the wonder and beauty, b destruction and dominance)</p> <ul style="list-style-type: none"> • Personifying elements of nature (verb choices) • Use of motif • Metaphor/extended metaphor • Imagery • Modelled paragraph structure (zoom in/out, cinematic structure) • Sentence form/structures - <p>Explore/experiment with form – description into poetry</p>	<p>Assessment:</p> <p>Two descriptive pieces on two different aspects of nature ((a. the wonder and beauty, b destruction and dominance) One to be in prose, one as poem.</p> <p>Ensure opportunity for drafting and redrafting.</p>		
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<p>HT 3/4</p>	<p><u>Skills content objectives</u></p> <p><u>Return to Poetry: Power and Conflict</u></p> <ul style="list-style-type: none"> • Explore social and historical context (R1,2a) • Explore and analyse range of poetic forms, language and structural techniques (R1a, R2c, d, g) • Make critical comparisons between poems and poems across time (R2h) • Continue to develop skills in academic writing centred around writer's intentions (W1a,b, c) • Use poetic form, language techniques, structural techniques in their own writing (W4, 5, GV1b, c) <p>Develop skills for descriptive writing</p>	<p><u>Teaching/Learning Resources</u></p> <p><u>Keywords</u></p> <p>Reading focus to cover poems which deal with the effects and impact of war: COTLB, Bayonet Charge, Remains(poems which deal with soldiers experience) War Photographer, Kamikaze, Poppies (poems which deal with other indirect experiences of war.)</p> <p>Contextual information on Crimean War and war reporting – Times newspaper report which inspired Tennyson. Famous examples of war photographs. Exploration of samurai and Japanese culture. Effects of PTSD.</p> <p>Poetic form: ballad, free verse, regular stanzas, monologue</p> <p>Language and structural focus: violent imagery, patriotic imagery, aural imagery, plosives, alliteration, tactile imagery, Biblical allusion, personification, enjambment, caesura, verb choices, in media res, colloquial lang, contrast, consonance, volta, pararhyme, quatrain, couplet, cyclical, pronouns, irony, juxtaposition, flashback, iambic pentameter</p> <p>NHTW for each poem. Vocabulary for poems:</p> <p>COTLB: embody, unquestioning, inevitability, momentum, senseless, celebratory</p> <p>B.C: intrusion, disorientation, ideals, realisation</p> <p>Remains: trauma, transition, normalised, psyche, confessional, empathise</p> <p>Poppies: intangible, liberation, ominous,</p>	<p><u>Assessment Homework</u></p> <p>Assessment: Short tests on, techniques, quotations.</p> <p>Analysis of individual poems and techniques, eg: How does Tennyson use rhythm and rhyme in COTLB</p> <p>Eg: How does Armitage use structure and repetition to reflect the soldiers experiences in Remains.</p> <p>How does Weir use the sense of touch to illustrate the emotion of grief in Poppies.</p> <p>Comparative response: How are the effects of war presented in two poems . .</p> <p>Green pen responses on reading tasks to be completed in books.</p> <p>Homework: independent research on poets/poetic forms.</p> <p>Revision of key quotations/poems. Critical essays from Art of Poetry book.</p>	<p><u>CEIAG Opportunities including roles and competencies</u></p> <p><u>Competencies:</u></p> <p>Presenting, creativity</p> <p>Career role focus:</p> <p>proof-reading, editing, publishing</p>	<p><u>Standardisation Moderation</u></p> <p>Familiarise staff with mark scheme to assess pupils work: GCSE Lit paper 2 mark scheme. Consider balance of AOs (AQA Feedback 2019 materials) to establish standards particular focus on comparison element. examples requested from previous year's exam series to establish standards. Staff to create model paragraphs</p>
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<p>HT5</p>	<p>Skills, content, objectives Speaking and Listening: NEA of GCSE</p> <p><i>presenting information and ideas:</i> selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches</p> <ul style="list-style-type: none"> • <i>responding to spoken language:</i> listening to and responding appropriately to any questions and feedback, build on others contributions • <i>spoken Standard English:</i> expressing ideas using Standard English whenever and wherever appropriate. <p>S1a, b, c, d, e,</p> <p>IT (i) (ii) (iii): Opportunities for research of their own topic areas which could include impact of social media on teens etc.</p>	<p>W.P: intimate, rationalise, realisation, disdain Kamikaze: indoctrination, defiance, condemnation, individualism</p> <p>Teaching and learning resources, keywords</p> <p>Initial focus to build on unit in KS3. Pupils to research an area and devise a statement which can be argued for/against</p> <ul style="list-style-type: none"> • Explore concept of Standard English and its importance • Explore vocal ideas of pitch, tone, pace, projection, emphasis • Explore visual ideas of eye contact, facial expression, posture, hand gestures, body language • Structure of speech and use of connectives for coherence • Sentence structures to: express/justify opinions, agree/disagree, compromise, challenge, clarify, persuade, counter-argue • Explore different questioning strategies: Consider different viewpoints, probe for evidence and reasons, consider consequences • Rhetorical/grammar features for persuasion including AFOREST features, modal verbs, pronoun choices <p>Key words: rhetoric, pathos, ethos, logos, discourse, prosody, irony</p>	<p>Assessment, homework</p> <p>Assessment: short knowledge-based tests on techniques/ideas.</p> <p>Writing: Produce an engaging opening to a presentation which considers audience engagement and language techniques.</p> <p>Speaking and Listening: To play an active role in presentation to persuade audience</p> <p>Peer and self-assessment to be used to assess other groups and set targets.</p>	<p>CEIAG Opportunities</p> <p>Presenting, problem-solving</p> <p>Career focus: speech writer, politics</p>	<p>Standardisation/moderation</p> <p>View examples of standardised videos of Speaking and Listening (AQA website) to identify standards for pass, merit, distinction criteria. Particular focus on sophisticated vocabulary and elaborating on ideas in response to questioning for distinction criteria.</p> <p>Possible filming of examples to share for moderation.</p>
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HT5	<p><u>Skills, content, objectives</u></p> <p><u>Return to Poetry: Power and Conflict</u></p> <ul style="list-style-type: none"> • Explore social and historical context (R1,2a) • Explore and analyse range of poetic forms, language and structural techniques (R1a, R2c, d, g) • Make critical comparisons between poems and poems across time (R2h) • Continue to develop skills in academic writing centred around writer's intentions (W1a,b, c) • Use poetic form, language techniques, structural techniques in their own writing (W4, 5, GV1b, c) • Develop skills for descriptive writing 	<p><u>Teaching and learning focus, keywords</u></p> <p>Reading focus to cover poems which deal with the identity, inequality and effects: London, My Last Duchess, Tissue, The Emigree, Checkin Out Me History</p> <p>Contextual information on: inequality in London and Blake's views, history of black heroic figures, and views of poets</p> <p>Poetic form: ballad, free verse, regular stanzas, monologue</p> <p>Language and structural focus: violent imagery, patriotic imagery, aural imagery, plosives, alliteration, tactile imagery, Biblical allusion, personification, enjambment, caesura, verb choices, in media res, colloquial lang, contrast, consonance, volta, pararhyme, quatrain, couplet, cyclical, pronouns, irony, juxtaposition, flashback, iambic pentameter</p> <p>NHTW for each poem. Vocabulary for poems: London: poignant, marginalised, oppressed, exploitation, injustice COMH: colonial, dominance, celebratory, diatribe, defiance, enlighten</p> <p>Adapt and use ideas from poems to write descriptively and explore the form of the monologue. Remains and Poppies as potential examples.</p>	<p><u>Assessment/homework</u></p> <p>Assessment: Short tests on, techniques, quotations.</p> <p>Analysis of individual poems and techniques, eg: How does Blake use form and structure in London?</p> <p>Eg: Why does Agard use non-standard English in COMH</p> <p>Comparative response: How are the effects of inequality presented in two poems . .</p> <p>Green pen responses on reading tasks to be completed in books.</p> <p>Homework: independent research on poets/poetic forms. Revision of key quotations/poems. Critical essays from Art of Poetry book.</p>	<p><u>CEIAG opportunities:</u></p> <p>Aiming high, independence Career focus: researcher, archivist</p>	<p><u>Standardisation Moderation</u></p> <p>Consideration of poetry lit mark scheme with particular focus on comparison elements. Consider balance of AOs in reaching a mark. Create model answers to share as examples.</p> <p>Familiarise staff with mark scheme to assess pupils work: GCSE Lit paper 2 mark scheme. Consider balance of AOs (AQA Feedback 2019 materials) to establish standards particular focus on comparison element. examples requested from previous year's exam series to establish standards. Staff to create model paragraphs.</p> <p>AQA Hub School Meetings and Cumbria Network Meetings offer chance for cross-school moderation.</p>
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<p>HT 5/6</p>	<p>Skills, content objectives Shakespeare and Tragedy: Macbeth 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 <p>use textual references, including quotations, to support and illustrate interpretations</p> <ul style="list-style-type: none"> AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>R1a, d. R2a, b, c, d, e, g, h</p> <p>W1b, c GV1a, c, d</p> <p>IT (i) (ii) Research task</p>	<p>Teaching and learning focus, keywords</p> <ul style="list-style-type: none"> Contextual information on: witchcraft, Kingship (James/Divine Right of Kings/Great Chain of Being/femininity) Form/structure: 5 act tragedy, tragic hero, hamartia Key themes: supernatural, masculinity, ambition, kingship, fate and free will, appearance and reality Language and structural techniques (motifs- blood, hands, light and darkness, sickness and health, sleep) animal imagery, religious imagery, rhetoric, dramatic techniques: soliloquy, foreshadowing Characters' symbolic roles Writer's intentions Critical academic writing skills <p>Vocabulary: malevolence, paradoxical, regicide, hubris, equivocation, Machiavellian, duplicity, subversive, morality/immorality</p>	<p>Assessment, homework</p> <p>Assessment: Knowledge recall and retrieval while reading the text including quotation revision and multiple choice questioning on plot/character/techniques</p> <p>Analysis of: presentation of characters at key points eg: Macbeth in act 1, Lady Macbeth in act 1. Relationship between Macbeth and Lady Macbeth. Thematic analysis: ambition, supernatural, gender,</p> <p>Language analysis on key scenes</p> <p>Exam style questions on: character, theme</p> <p>When feeding back, pupils to have good quality models to refer to. Green pen responses in exercise books independently.</p> <p>Homework: Research on context, author, critical reading British Library website, other critical writing pieces K. Organiser work</p>	<p>CEIAG Opportunities: Staying positive, leadership Career focus: Education, producer</p> <p>Enrichment opportunity: Theatre performance/cinema Initiate Theatre- in school workshops</p>	<p>Standardisation/moderation</p> <p>Familiarise staff with mark scheme to assess pupils work: GCSE Lit paper 1 mark scheme. Consider balance of AOs (AQA Feedback 2019 materials) to establish standards examples requested from previous year's exam series to establish standards. Staff to create model paragraphs.</p> <p>Dept /INSET time used for moderation of assessment. Exploration of teaching strategies: "Ready to Teach: Macbeth" Education text book</p> <p>Post exam results, use AQA ERA to feed into marking and planning. AQA yearly materials on Reflecting on Exams. Cumbria Network Meetings CPD: EMC materials on challenge in Macbeth</p>
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