

Jesmond Park Academy, English Long Term Plan

Year 10 Topics: *In year 10 we teach the following modules over the course of the year. Each module draws on prior learning from KS3 and builds on understanding from the KS3 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4.*

Aspects of power: its uses and misuses

Topic	Rationale	Knowledge Acquisition	Key Vocabulary	Core English Skills	Enrichment
(HT1 Power poems (English Literature Paper 2 Section B) - Ozymandias, London, My Last Duchess and Prelude. and descriptive writing skills. (English Language Paper 1 Section B)	Having developed skills of poetry analysis towards the end of year 9, students will then develop and apply this by looking at a selection of poems linked by the theme of power. Students will develop their understanding of poetic form and techniques and will make thematic comparisons across a selection of poems. Students will explore the abuse of power and how it can corrupt which will support their future understanding of the play 'Macbeth'. They will also use this as a starting point for developing descriptive writing responses inspired by this theme. This again draws upon skills developed in year 9 and allows students the opportunity to start to	- Knowledge of poetic form. - How to make thematic and conceptual links across two poems. - Knowledge of key poetic terminology. - Knowledge of relevant context for each poem. - How to create varied narrative structures. - How to employ ambitious descriptive vocabulary and figurative language	Tyranny Power Control Conflict Context Authority Tone Pathetic Fallacy	- Explore connections between this group of poems through the concept of power. Select and recall appropriate text references to support ideas (A01) - Analyse poets' use of language and structural devices. Analyse, explain, comment on, compare and critique how poets use particular language devices and evaluate their effectiveness – how do they influence a reader? (A02) - Analyse, explain, comment on, compare and critique how poets use particular structural devices and evaluate their effectiveness. Identify / recall / use appropriate subject terminology when evaluating devices (A02) - Evaluate poets message explored in the poem and link to contextual knowledge (A03) - Communicate written ideas clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences. (A05)	

	develop the descriptive writing skills needed at KS4.	for effect.		- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (A05) - Writing must use a range of vocabulary and sentence structures for clarity, purpose and effect (A06) - Spelling and punctuation should be accurate and varied throughout for intended effect (A06)	
(HT2) 'A Christmas Carol' - English Literature Paper 1 Section B	Students will be able to use their prior knowledge of Victorian context and the work of Dickens at KS3 to understand and critically evaluate 'ACC'. Links can be made to 'Macbeth' by considering key themes such as the abuse of power and elements of the supernatural. Students will be able to make an informed personal response to the text.	- How setting contributes to theme. - How language aids characterisation. - Omniscient narrator (the narrator as a character). - Structural devices – specific to the construct of a novella – narrative perspective. - Language analysis – close word level analysis of specific sections and devices used. - Victorian contextual ideas including: 'Poverty', 'The Industrial Revolution', 'The Workhouse', 'Capitalism' & 'The Poor Law Amendment	Redemption Generosity Supernatural Isolation Poverty Responsibility Compassion Avarice	- Explain, analyse, critique writer's use of method / technique, device (A02) - Analyse how writer intends to influence readers / audiences to achieve his desired effect (A02) - Explain, analyse, critique writer's use of structural features throughout the novella and evaluate the intended effect (A02) - Use appropriate subject terminology when evaluating techniques / devices (A02) - Link analysis to contextual details surrounding the time period and author's wider intentions (A03)	

		Act’. • Malthusian theory.			
(HT3) ‘Macbeth’- English Literature Paper 1 Section A	This year, students will broaden and deepen their understanding of Shakespeare’s craft by studying the genre of tragedy through the close study of the play ‘Macbeth’. Students will consider how some of the themes and elements of tragedy in ‘Romeo and Juliet’ are explored across the play ‘Macbeth’. Close analysis of a character who abuses their power will also inform students’ understanding of Scrooge in ‘A Christmas Carol’ next half term.	• Shakespearean tragedy conventions centring around the idea of the tragic hero and hamartia. • Jacobean and 11th Century Scotland contexts - ‘Divine Right’, ‘The Great Chain of Being’, ‘Witchcraft’, ‘The Gunpowder Plot’, ‘Patriarchy’ & ‘Religion’ • Characterisation – how and why characters are presented in different ways. • Language analysis – close word level analysis of key scenes and specific devices used.	Ambition Regicide Guilt Hubris Masculinity Duplicity Prophecy Conscience	• Recall key aspects of the play / quotations to support / demonstrate holistic understanding of play (A01) • Explain, analyse, critique writer’s use of method / technique, device (A02) • Analyse how writer intends to influence readers / audiences to achieve his desired effect (A02) • Explain, analyse, critique writer’s use of structural features throughout the play and evaluate their intended effect (A02) • Use appropriate subject terminology when evaluating techniques / devices (A02) • Link analysis to contextual details surrounding the time period and author’s wider intentions (A03)	
(HT4) Reading questions- English Language Paper 1 Section A	Students will read a varied range of fiction extracts from the 20th and 21st centuries. Texts chosen will be engaging and challenging, chosen from a diverse range of authors to enthuse students and build reading stamina. Analysis will focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions. Students will develop their analytical writing skills to prepare them for the in depth study of their Literature texts later in the	Exam technique for each question on GCSE English Language Paper 1. How to analyse an unseen prose extract. How to analyse texts for linguistic and structural features. How to evaluate a text. How to create varied narrative	Evaluate Infer Structure Perspective Tension Setting Climax Symbolism	• Identify and interpret explicit and implicit information and ideas. (AO1) • Select and synthesise evidence from a text. (AO1) • 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. (AO2) • Explore how writers’ ideas and perspectives are conveyed. (AO3) • Evaluate texts critically and support this with appropriate textual references. (AO4)	

	year. Students will also apply their knowledge of new vocabulary and grammatical constructions from the analysis of texts to create their own narrative and descriptive writing.	structures. How to employ ambitious descriptive vocabulary and figurative language for effect.		- Communicate written ideas clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences. (A05) - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (A05) - Writing must use a range of vocabulary and sentence structures for clarity, purpose and effect (A06) - Spelling and punctuation should be accurate and varied throughout for intended effect (A06)	
(HT5) Viewpoint Writing (English Language Paper 2 Section B)	Students will now apply the reading and writing skills they have developed over Y10 to develop their own speeches, articles and letters. Students will use non-fiction and literary non-fiction texts as a starting point to do this, drawing upon their experience of analysing speeches in Year 9 and nonfiction material in Year 8. Paper 2 is the most challenging of the exams which is why students will build up towards this paper commencing at the end of Year 10.	- Exam technique for Section B of GCSE English Language Paper 2. - Identifying and understanding conventions of different unseen non-fiction extracts. - How to create varied and effective arguments/persuasive pieces of writing.	Argue Inform Audience Purpose Counter Argument Passion Persuade Speech	- Identify and interpret explicit and implicit information and ideas. (AO1) - Communicate written ideas clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences. (A05) - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (A05) - Writing must use a range of vocabulary and sentence structures for clarity, purpose and effect (A06) - Spelling and punctuation should be accurate and varied throughout for intended effect (A06) <u>Spoken Language</u> - Expresses sophisticated ideas /	
and Spoken Language Endorsement (NEA)	Having consolidated their knowledge and understanding of crafting texts to persuade, present an argument and inform, students	Knowledge of how to structure a presentation and present effectively to			

component)	will now apply this to the creation and performance of their own speech.	an audience.		information / feelings using a sophisticated repertoire of vocabulary. - Organises and structures his or her presentation using an effective range of strategies to engage the audience. - Achieves the purpose of his or her presentation. - Listens to questions / feedback, responds perceptively and if appropriate elaborates with further ideas and information.	
(HT6) Literature Paper 1 Revision and Introduction to Conflict Poetry- <i>Bayonet Charge, Charge of the Light Brigade and Exposure.</i>	In the run up to the mock exams students will revise all key content in this half term on rotation to ensure that vital content is secure and students have a solid understanding of the requirements of each exam and section. Following this, students will be introduced to three of the conflict poems from the 'Power and Conflict' cluster in preparation for their study of this component in y11 as well as their study of An Inspector Calls- where the conceptual and contextual link of conflict will be our starting point for studying the play.	- Revision of prior knowledge and skills. Poetry: - Building upon knowledge of poetic form further. - Deepen understanding of how to make thematic and conceptual links across two poems. - Broaden knowledge of key poetic terminology. - Knowledge of relevant context for each new poem.	Compare Sacrifice Duty Patriotism Honour War Propaganda Futile	- Recall key aspects of the novella /play and quotations to support / demonstrate holistic understanding of story (A01) - Explain, analyse, critique writer's use of method / technique, device (A02) - Analyse how writer intends to influence readers / audiences to achieve his desired effect (A02) - Explain, analyse, critique writer's use of structural features throughout the novella and evaluate the intended effect (A02) - Use appropriate subject terminology when evaluating techniques / devices (A02) - Link analysis to contextual details surrounding the time period and author's wider intentions (A03)	

