

| <u>Timeline</u> | <u>Topic</u> | <u>Key concepts and knowledge</u> | <u>Skills development</u> | <u>Rationale</u> |
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| <p>Half term 1 7 weeks</p> | <p>AQA GCSE English Literature: Paper 1A Macbeth</p> | <ul style="list-style-type: none"> •To read with insight and engagement. •To develop an understanding of the plot, characters and themes. •The cultural context behind this play: the gunpowder plot and King James 1st obsession with the supernatural. •How the social historical context of the play informs the plot and characters •How language changes to reflect the time period it was written •How to analyse effectively writers’ methods <p>#FlashbackFriday Aspects of Tragedy – link to Year 9 Tragedy Unit</p> <p>Compulsory Reading/Resource: Macbeth</p> | <p>Taken from the AQA specification</p> <ul style="list-style-type: none"> - literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events • critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text • evaluation of a writer’s choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation <p>producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references</p> | <p>This builds on pupils’ knowledge from 2 KS3 Shakespeare texts and prepares them for the end of year 11 examination.</p> <p>The assessment is designed to build them up to a full response.</p> <p>N.B All pupils are entered for GCSE English Literature.</p> <p>Formal Assessment Task: Extract Analysis of a key theme of the play (Lady Macbeth reading Macbeth’s letter) and the first bullet point of the full answer.</p> |

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| <p>Half term 2 7 weeks</p> | <p>AQA GCSE English Literature: Paper 1A Christmas Carol</p> | <ul style="list-style-type: none"> •To read with insight and engagement. •To develop an understanding of the plot, characters and themes •The cultural context of Victorian Britain, Dickens and Victorian Literature •How the social historical context of the novel informs the plot and characters •How language changes to reflect the time period it was written •How to analyse effectively writers’ methods •Using and applying language skills •Literacy •Extended independent writing •Proof reading •Research skills •Exam Skills such as working to a time limit <p>#FlashbackFriday Character Development</p> <p>Compulsory Reading/Resource: A Christmas Carol</p> | <p>Taken from the AQA specification</p> <p>-literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events</p> <ul style="list-style-type: none"> • critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text • evaluation of a writer’s choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such --evaluation <p>producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references.</p> | <p>This unit exposes pupils to the GCSE English Literature compulsory 19th Century text. It builds on from their study of 19th Century texts in key stage 3 and prepares them for the end of year 11 examination. Pupils will be assessed on their analysis of the whole text. They will be expected to understand and explore Dickens’ methods taking into consideration language, social historical context and writer’s intentions.</p> <p>Formal Assessment Task: Whole text question about Scrooge being an outsider.</p> |
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| <p>Half Term 3: 6 weeks</p> | <p>EDUQAS GCSE English Language: Fiction Reading and Fiction Writing</p> <p>ERIC Reading – a classic novel of teacher’s choice</p> | <ul style="list-style-type: none"> •To read with insight and engagement understanding writers’ methods and techniques •To use and adapt language to write creatively •How writers use language for effect •How writing changes and adapts to audience and purpose •How language changes to reflect the time period it was written •How to analyse effectively writers’ methods •To consider the structure of a text and the changes that happen as the narrative moves along <p>#FlashbackFriday Compulsory Reading Text: Modern Prose</p> <p>Compulsory Reading/Resource: 2018 Emma and Robbie Paper</p> | <p>Taken from the EDUQAS specification</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</p> <ul style="list-style-type: none"> • Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views <p>AO3</p> <ul style="list-style-type: none"> • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts <p>AO4</p> <ul style="list-style-type: none"> • Evaluate texts critically and support this with appropriate textual references <p>AO5</p> <ul style="list-style-type: none"> • 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>AO6</p> <ul style="list-style-type: none"> • Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | <p>This unit consolidates key fiction study skills taught at KS3 and adds additional challenge in relation to the range of materials read and analysed.</p> <p>Pupils need to adapt their writing from year 9 and adjust it to the titles presented in the exam.</p> <p>Formal Assessment to be completed in two stages: End of unit assessment and Year 10 Examination Eduqas Paper 1: Narrative Writing, choice of 4 titles</p> |
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| <p>Half Term 4: 6 weeks</p> | <p><u>EDUQAS GCSE English Language: Non Fiction Reading and Writing 'Crime and Punishment'</u> <u>Topics</u> <u>-Prisons</u> <u>-Whales</u> <u>-Mining disasters</u></p> <p><u>N.B. Some pupils are offered an additional qualification of Functional Skills at either Eduqas Entry Level or AQA Level 1 and 2 to support their GCSE Study.</u></p> <p><u>ERIC Reading – a contemporary novel of teacher's choice</u></p> | <ul style="list-style-type: none"> To read with insight and engagement, understanding writers' methods and techniques To revise how to adapt language to write formally for a specific audience. Recap of 4 types of writing studied across KS3: letter, leaflet, article, speech To understand the form and content of Report and Review Writing. How writers use language for effect. How writing changes and adapts to audience and purpose. How language changes to reflect the time period it was written. How to analyse effectively writers' methods. <p>#FlashbackFriday Descriptive Writing</p> <p>Compulsory Reading/Resource:</p> <ul style="list-style-type: none"> 2017 Whales Paper 2017 Prisons Paper 2019 Miners Paper for assessment | <p>Taken from the EDUQAS specification</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</p> <ul style="list-style-type: none"> Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views <p>AO3</p> <ul style="list-style-type: none"> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts <p>AO4</p> <ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references <p>AO5</p> <ul style="list-style-type: none"> 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>AO6</p> <ul style="list-style-type: none"> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | <p>This unit builds on from previous KS3 study. The skills studied are revised and revisited during KS3 and KS4 as non-fiction is often one of the more challenging aspects of the English Language examination.</p> <p>Formal Assessment Tasks: Eduqas Paper 2 2019 'Miners': Reading Questions 4 (analysis question) and Question 6 (evaluative comparison question)</p> |
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| <p><u>Half Term 5 6 weeks and Part Half Term 6</u></p> | <p><u>AQA GCSE English Literature: Power and Conflict Poetry Cluster and Unseen Poetry skills</u></p> | <ul style="list-style-type: none"> • To study a range of poetry from a variety of time periods with the power and conflict cluster • To revisit 6 poems taught in year 9. • To read and analyse a range of poetry within the themes of Power and Conflict • How writers use language for effect • How language changes to reflect the time period it was written in and the perspective of the poet • How to analyse effectively writers’ methods, structure and tone • Revision of Unseen Poetry method of enquiry such as: title, top, tail, tone, words and phrases. • <p>#FlashbackFriday Willy Russell and contextual factors</p> <p>Compulsory Reading/Resource AQA Power and Conflict Anthology</p> | <p><u>Taken from the AQA specification</u></p> <p>- <u>literal and inferential comprehension</u>: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events</p> <ul style="list-style-type: none"> • <u>critical reading</u>: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text • <u>evaluation of a writer’s choice of vocabulary, grammatical and structural features</u>: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such --<u>evaluation producing clear and coherent text: writing effectively about literature for a range of purposes such as</u>: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references | <p>This unit builds on from the year 7, 8 & 9 poetry units.</p> <p>It builds on the analytical skills introduced, developed and assessed at KS3 and consolidates to include elements of comparison (taught in Half Term 3) as well as the skills required to tackle an unseen poetry.</p> <p>Formal Assessment: Exam style poetry question – comparison of ‘Tissue’ and ‘The Emigree’</p> |
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| <p>Final 2 Weeks Half Term 6</p> | <p>AQA GCSE English Literature: Blood Brothers</p> | <ul style="list-style-type: none"> • To read with insight and engagement. • To develop an understanding of the plot, characters and themes of the GCSE English Literature set text • The cultural context of Willy Russell and his plays • How stagecraft and theatre works • How the social historical context of the play informs the plot and characters • How language changes to reflect the time period it was written • How to analyse effectively writers’ methods • #FlashbackFriday Exam Techniques <p>Compulsory Reading/Resource Blood Brothers</p> | <p>Taken from the AQA specification</p> <p>- <u>literal and inferential comprehension</u>: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events</p> <ul style="list-style-type: none"> • <u>critical reading</u>: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text • <u>evaluation of a writer’s choice of vocabulary, grammatical and structural features</u>: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such <p>-<u>evaluation producing clear and coherent text: writing effectively about literature for a range of purposes such as</u>: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references.</p> | <p>This unit exposes pupils to the GCSE English Literature modern play study. It builds on from their study of Shakespeare, stagecraft and modern drama in key stage 3 and KS4 prepares them for the end of year 11 examination.</p> <p>This final two weeks will focus on reading the text and watching a digital performance</p> |
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