

Department:

Year 10

| Timing | Unit Title | Key Question | Knowledge | Assessing Understanding |
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| Autumn | <p>Half term 1: Modern Novel (Lord of the Flies)</p> <p>Half term 2: English Language Paper 1</p> | <p>How does Golding use language, form and structure to shape meaning in Lord of the Flies?</p> <p>How does Golding’s literary and historical, social context influence our understanding of the text?</p> <p>How can I analyse a piece of unseen literature with confidence?</p> <p>How can I produce my own powerful, literary prose?</p> | <ul style="list-style-type: none"> ● Detailed knowledge and understanding of Lord of the Flies ● Quotations from set text from memory ● Understanding of Golding’s literary, social and historical context ● Understanding of conventions of GCSE style analytical essay ● Knowledge of different question types on Paper 1 ● Understanding of how marks are awarded for this paper ● Strategies to analyse a range of narrative aspects: setting, character, narrative voice, structure, use of dialogue etc ● Knowledge of conventions of different literary forms and genres | <p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Through quiz on knowledge of Lord of the Flies –key events/characters ● Through discussion of key concepts/themes ● Analytical paragraph and essay writing ● Completing Paper 1 practice questions – peer/self-assessment <p>Skills</p> <ul style="list-style-type: none"> ● Close literary analysis ● Use of terminology ● Evaluation of contextual influences on text ● Examination technique – timings and style of Paper 1 questions ● Reading and responding to unseen literary texts with confidence ● Writing a creative piece with an assured sense of narrative style and voice <p>Assessment Point information</p> <p>Autumn Term 1 Lord of Flies Plot Quiz and TEAL</p> <p>Autumn Term 2 Essay response to AQA exam-style question on Lord of the Flies Paper 1 (Reading)</p> |

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| Spring | 19th Century Novel: Jane Eyre /Frankenstein/Pride and Prejudice | How does Bronte/Shelley/Austen use language, form and structure to shape meaning in Jane Eyre/Frankenstein? How does Bronte'/Shelley's/Austen's literary, historical and social context influence our understanding of the text? | <ul style="list-style-type: none"> • Detailed knowledge and understanding of Jane Eyre Frankenstein/Pride and Prejudice including major and minor characters and events from each chapter • Quotations from set text from memory • Understanding of Bronte's/Shelley's/Austen's literary, historical and social context | <p>How understanding is assessed</p> <ul style="list-style-type: none"> • Through frequent quizzes to check knowledge and understanding of key plot points, quotations and characters • Through discussion of key concepts/themes • Analytical paragraph and essay writing • Ability to apply contextual knowledge and understanding with relevance to the text <p>Skills</p> <ul style="list-style-type: none"> • <u>Close analysis of writer's use of form, language and structure</u> • <u>Ability to analyse an extract from the text closely as well as making broader thematic/conceptual links to the text as a whole</u> • <u>Applying contextual understanding with relevance to the text</u> • <u>Structuring an essay with a clear, convincing line of argument</u> <p>Assessment Point information</p> <p>Spring Term 1 LP1 Writing 19th C TEAL</p> <p>Spring Term 2 19th C TEAL Marked 19th C essay plan</p> |
| Summer | English Language Paper 2 | How can I analyse a piece of unseen non-fiction with confidence? | <ul style="list-style-type: none"> • Knowledge of the conventions of a range of non-fiction text types | <p>How understanding is assessed</p> <ul style="list-style-type: none"> • Through ability to apply own strategies to unseen non-fiction texts |

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| | <p>English Oral Assessment</p> <p>Start teaching the Poetry Cluster (if time)</p> | <p>How can I shape my own piece of non-fiction writing with confidence?</p> <p>Can I speak confidently on a literary topic to my classmates? Can I provide detailed answers to questions posed to me by my classmates on the topic in question?</p> <p>How do poets use language/form and structure to shape meaning and to present ideas about ‘power and conflict’ or ‘love and relationships’?</p> <p>How can I analyse unseen poetry with confidence?</p> | <ul style="list-style-type: none"> ● Strategies for tackling more challenging 19th century texts ● Knowledge of the requirements for different types of question ● Understanding of methods used by non-fiction writers to engage the reader ● Knowledge of a literary topic chosen as part of the English Oral process. ● Understanding of each of 15 poems in ‘Power and Conflict’ or ‘Love and Relationships’ cluster ● Knowledge of relevant poetry terminology | <ul style="list-style-type: none"> ● Through practice Paper 2 questions peer-assessed/self-assessed in lessons ● Through a range of methods of discussion in relation to poetry: paired, group, socratic, peer-coaching etc. ● Analytical paragraphs/essays in response to poetry ● Individual ability to apply terminology and own strategies to unseen poems <p>Skills</p> <ul style="list-style-type: none"> ● Analysis of a range of non-fiction texts ● Ability to analyse generic conventions of a range of non-fiction ● Ability to deliver an informed presentation on a literary topic as part of the English Oral process. ● Analysis of all 15 cluster poems ● Evaluation of how form, language and structural choices shape poetic meaning ● Exam skills – timings for each question ● Shaping a convincing comparison of poems ● Writing a convincing and conceptual essay in response to the poetry <p>Assessment Point information</p> <p>Summer Term 1 End of Year Exam: English Language Paper 1 (Reading) and 19th Century Novel (Literature)</p> |
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Curriculum Outline 2023-24

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English

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