

Year 10

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
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><i>Autumn Term 1</i> ‘Lord of Flies’ Plot Quiz and TEAL.</p> <p><i>Autumn Term 2</i> Essay response to AQA exam-style question on ‘Lord of the Flies’ Paper 1 (Reading).</p>
Spring	19th Century Novel: ‘Jane Eyre’ /‘Frankenstein’/‘Pride and Prejudice’	How does Bronte/Shelley/Austen use language, form and structure	<ul style="list-style-type: none"> Detailed knowledge and understanding of ‘Jane Eyre’ ‘Frankenstein’/‘Pride and Prejudice’, including major and 	<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.

		<p>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?</p>	<p>minor characters and events from each chapter.</p> <ul style="list-style-type: none"> • Quotations from set text from memory. • Understanding of Bronte’s/Shelley’s/Austen’s literary, historical and social context . 	<ul style="list-style-type: none"> • 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"> • Close analysis of writer’s use of form, language and structure. • Ability to analyse an extract from the text closely as well as making broader thematic/conceptual links to the text as a whole. • Applying contextual understanding with relevance to the text. • Structuring an essay with a clear, convincing line of argument. <p>Assessment Point information</p> <p><i>Spring Term 1</i> LP1 Writing. 19th C TEAL.</p> <p><i>Spring Term 2</i> 19th C TEAL. Marked 19th C essay plan.</p>
Summer	<p>English Language Paper 2</p> <p>English Oral Assessment</p>	<p>How can I analyse a piece of unseen non-fiction with confidence? 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?</p>	<ul style="list-style-type: none"> • Knowledge of the conventions of a range of non-fiction text types. • 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. 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Through ability to apply own strategies to unseen non-fiction texts. • 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.

	<p>Start teaching the Poetry Cluster (if time)</p>	<p>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"> • 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"> • 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><i>Summer Term 1</i> End of Year Exam: English Language Paper 1 (Reading). and 19th Century Novel (Literature).</p> <p><i>Summer Term 2:</i> LP2 Part A + B. English Oral Exams.</p>
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