

# YEAR 10

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE Why has this learning been selected? Why has it been sequenced in this way?	PERSONAL DEVELOPMENT SMCMP, PSHE, Careers
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Term 1

<p><b>A Christmas Carol</b> Context of Victorian England – Industrial Revolution, Poor Law, poverty, social inequality Malthus Non-negotiable quotations Allegory Foil Polysyndeton/Asyndeton Characters as vehicles Motif QUIP planning method Key vocabulary – avaricious, misanthropic, philanthropic</p>	<p>How does Dickens use the novella as an allegory to highlight social issues?  How is the theme of redemption presented?</p>	<p>Show understanding of the relationship between text and the context  Explain, analyse and explore language and structure Use subject terminology  Explain, analyse and explore language and structure  Compare the viewpoints in two texts  Select and synthesise information</p>	<p>This text has been selected before the modern text. They share common themes and, by studying this text first, it will enhance students' understanding of the later text, and will also encourage them to consider how society changed.</p>	<p>Students will explore the hidden message within the novella – it is a story of redemption, giving the message that anyone can make the right choices and choose a different path – links to SPIRIT.  Students will write summaries and comparisons – key skills for the workplace and life.</p>
<p><b>Non-Fiction texts Paper 2</b> Structure of paper and timings Writer's methods – language and structure Summary Comparison Rhetoric Faculty planning sheets for planning/approaches to questions</p>	<p>What is a summary and how do I write one? How is language used in a non-fiction text? How do I compare the viewpoints of two texts on a similar theme?  What methods do poets use to present the theme of family? Compare how these poems present the theme of family.</p>		<p>The non-fiction texts selected will link thematically to the themes within A Christmas Carol. (Paper 2 is usually the weaker paper, so we are choosing to do this first). Students studied rhetoric at the end of Year 9 – students will be able to identify these devices in the non-fiction texts. Poetry will be taught throughout KS4, not as a separate block. This helps students to make connections between the poems more effectively. This term BYWM, Follower, Climbing My Grandfather (linked to the theme of family – a key theme in ACC)</p>	

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Term 2	<p><b>An Inspector Calls</b> Socialism/Capitalism Diatribes Mouthpiece Proletariat Bourgeoisie Aristocracy Allusion Feminism Non-negotiable quotations Characters as vehicles</p> <p><b>Writing Paper 2</b>  Text types - speeches, letters, articles, reports. Rhetorical Devices – anaphora, isocolon Structural devices Logos, Kairos, Ethos, Pathos Satire Planning methods – boxing to argue</p>	<p>How is the play a morality play?</p> <p>How does Priestley utilise the characters to illustrate the ills of society?</p> <p>How can I structure non-fiction text cohesively and effectively?</p> <p>How can I use a range of rhetorical devices to achieve my purpose and influence the audience?</p>	<p>Show understanding of the relationship between text and the context</p> <p>Explain, analyse and explore language and structure Use subject terminology</p> <p>Communicate clearly using a range of vocabulary and techniques Use accurate spelling, punctuation and grammar Use a range of sentence types, vocabulary and punctuation for impact</p>	<p>Both Priestley and Dickens were social commentators. Studying the texts in this order will enhance understanding and engagement. There will be multiple opportunities to revisit key concepts and ideas from ACC.</p> <p>Walking Away/ Eden Rock to be studied this term. Again thematically linked with family.</p> <p>The use of rhetoric builds on study on the end of Year 9 and last term. It also links with the rhetorical devices used in the Inspector's speech.</p>	<p>The themes of social responsibility, the inequality of women, and poverty are still pertinent in today's society. By studying such a text, it encourages students to reflect on their treatment of others and become more fully-rounded and considerate people.</p> <p>To be able to express own opinions confidently, fluently and sensitively, in spoken and written language is a key skill for life. Being a great orator could link to many careers such as teaching and law.</p>

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<p><b>Paper 1 Language</b>            Structure of paper            Timings            Planning methods            Different narrative structures            Language - e.g. parts of speech, language devices, sentence types            Structural Devices, such as flashback, cyclical structure, motifs            Knowledge of how to manipulate grammar for effect            Ambitious and sophisticated vocabulary            Faculty planning sheets for planning methods for each question</p> <p>Exams take place in this term, so some time will be dedicated to revision of Lang 2, ACC, AIC and poetry.</p>	<p>How is language used in the text?            How is the text structured to interest the reader?            How far do I agree with a given statement about the text?            How can I plan and effectively write a piece of narrative or description?</p>	<p>Explain, analyse and explore language and structure            Use subject terminology</p> <p>Evaluate texts critically</p> <p>Communicate clearly using a range of vocabulary and techniques            Use accurate spelling, punctuation and grammar            Use a range of sentence types, vocabulary and punctuation for impact</p>	<p>Why has this learning been selected? Why has it been sequenced in this way?</p> <p>Students have finished some aspects course so will have honed the skills to analyse fiction effectively.            They have studied a wide range of literature so will be able to emulate this in their own writing.</p> <p>Students will read whole short stories as part of this unit to further develop an appreciation of literature.</p>	<p>To use language creatively – the ability to write fluently and confidently is a key skill for life.</p> <p>Students will develop evaluative skills – a skill relevant for careers like law and quantity surveying.</p> <p>Description links to careers, such as marketing and advertising.</p>

Term 3

# YEAR 11

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	PERSONAL DEVELOPMENT SMCMP, PSHE, Careers
Term 1	<p><b>Romeo and Juliet</b>                      Tragedy                      Prologue                      Sonnet                      Feminist reading                      Hamartia                      Foil                      Antagonist                      Protagonist                      Allusion                      Motif                      Masculinity – toxic, fragile, hegemonic                      Non-negotiable quotations                      Oxymoron                      Juxtaposition                      Paradox                      QUIP planning methods</p> <p><b>Poetry</b>                      Thematic links                      Non negotiable quotations for each poem                      Links between poems                      Specific poetic forms, such as the use of the sonnet, dramatic monologue                      Literary movements, such as romanticism                      Techniques, such as refrain</p>	<p>How are the key themes of love, hate, fate, family presented?                      How does the play reflect the values of a patriarchal society?                      How are Romeo and Juliet portrayed as unconventional characters?</p> <p>What methods do the poets use to present the theme of relationships?</p> <p>How do I plan and structure a comparison of two poems?</p>	<p>Show understanding of the relationship between text and the context</p> <p>Explain, analyse and explore language and structure                      Use subject terminology</p> <p>Show understanding of the relationship between text and the context</p> <p>Explain, analyse and explore language and structure                      Use subject terminology</p>	<p>Why has this learning been selected? Why has it been sequenced in this way?</p> <p>All texts studied this term and linked to the theme of love. Students have developed strong analysis skills by this point, so are able to explore Shakespeare with confidence. Students can analyse the use of motif and allusion in more depth. Students will consider a range of interpretations to the text, such as analysing Juliet from a feminist perspective or exploring toxic masculinity.</p> <p>Specific poems – PL and FB. Thematically linked because of love and oppression of women</p> <p>The remainder of the year will be spent on revision according to the teachers' data driven plans.</p>	<p>Exploration of gender stereotypes and links to today's society.</p> <p>Toxic masculinity and its effects.</p>

**YEAR 10/11 How is cultural capital developed?**

- Theatre visits**
- Enrichment classes**
- University style lectures**
- Critical theory – feminism, Marxism**