

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
Term 1	A Christmas Carol Context of Victorian England - poverty, social inequality Malthus Non-negotiable quotations Allegory Foil Polysyndeton/Asyndeton Characters as vehicles Motif QUIP planning method Key vocabulary as specified in scheme e.g. avaricious Academic Language	How does Dickens use the novella as an allegory to highlight social issues? How is the theme of redemption presented?	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	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. 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)	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.
	Non-Fiction texts Paper 2 Structure of paper and timings Writer's methods – language and structure Summary Comparison Rhetoric Faculty planning sheets for planning/approaches to questions	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.			

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Term 2	<p>An Inspector Calls Socialism/Capitalism Diatribes Omniscient Mouthpiece Proletariat Bourgeoisie Aristocracy Allusion Feminism Non-negotiable quotations Characters as vehicles</p> <p>Writing Paper 2 Text types - speeches, letters, articles, reports. Rhetorical Devices – e.g. anaphora Structural devices Logos, 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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Term 3	Romeo and Juliet Tragedy Prologue Sonnet Hamartia Foil Antagonist Allusion Motif Oxymoron Juxtaposition Petrarchan Fate Dichotomy Catalyst Poetry Thematic links Non negotiable quotations for each poem Links between poems Specific poetic forms, such as the use of the sonnet, dramatic monologue	Plot, themes and characters within the play How are the key themes of love, hate, fate, family introduced in the prologue?	Show understanding of the relationship between text and the context Explain, analyse and explore language and structure Use subject terminology Show understanding of the relationship between text and the context Explain, analyse and explore language and structure Use subject terminology	This term is a busy term with mock exams, college trips and work experience. A period of time will be spend on mock preparation and DIRT. By the end of Year 10, students will have completed a cold read of Romeo and Juliet and will understand the significance of the prologue in depth. Students will be continue more sophisticated analysis of Romeo and Juliet at the start of Year 11. By this point, students will have read all family poems, Letters From Yorkshire, Singh Song and Sonnet 29.	Exploration of gender stereotypes and links to today's society. Toxic masculinity and its effects.
YEAR 10/11 How is cultural capital developed? Theatre visits Enrichment classes University trip Critical theory – feminism, Marxism					

YEAR 11

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE Why has this learning been selected? Why has it been sequenced in this way?	PERSONAL DEVELOPMENT SMCMP, PSHE, Careers
Term 1A	Romeo and Juliet Tragedy Prologue Sonnet Feminist reading Hamartia Foil Antagonist Protagonist Allusion Motif Masculinity – toxic, fragile Non-negotiable quotations Oxymoron Juxtaposition Petrarchan Fate QUIP planning methods Poetry 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	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? What methods do the poets use to present the theme of relationships? How do I plan and structure a comparison of two poems?	Show understanding of the relationship between text and the context Explain, analyse and explore language and structure Use subject terminology Show understanding of the relationship between text and the context Explain, analyse and explore language and structure Use subject terminology	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. Many of the poems studied will be explored as an “unseen” text to further develop resilience and independence.	Exploration of gender stereotypes and links to today’s society. Toxic masculinity and its effects.

YEAR 10/11 How is cultural capital developed?

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

YEAR 11

Term 1B

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	PERSONAL DEVELOPMENT SMCMP, PSHE, Careers
Paper 1 Language 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, shifts in focus Knowledge of how to manipulate grammar for effect Ambitious and sophisticated vocabulary Faculty planning sheets for planning methods for each question	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?	Explain, analyse and explore language and structure Use subject terminology Evaluate texts critically 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	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. Students will read whole short stories as part of this unit to further develop an appreciation of literature. . For the remainder of Year 11, students will revisit the literature texts and explore in depth. Inspector Calls – gender, a range of thematic questions, Sheila, Mrs Birling A Christmas Carol – minor characters, setting, atmosphere Romeo and Juliet – minor characters, theme of family, theme of death, theme of fate Revision of Paper 2 Revision of poetry	To use language creatively – the ability to write fluently and confidently is a key skill for life. Students will develop evaluative skills – a skill relevant for careers like law and quantity surveying. Description links to careers, such as marketing and advertising.