



Key assessment points

Y10: Autumn

Language: **Explorations in Creative Reading and Writing, descriptive and narrative writing.**

Literature: the 19th-century novel, ***A Christmas Carol***

Spring

Language: **Writers' Viewpoints and Perspectives, non-fiction and literary non-fiction texts.**

Literature: **P2 Modern texts and poetry Section B and C: Unseen poetry and a return to the cluster**

Summer

Literature: **Shakespeare, *Macbeth*** NEA: **Spoken Language skills**, working towards a teacher-'judged' speech (inspired by *Macbeth*. Speech pack to be given for HL over Summer holidays .

An assessment will be made after the teaching of each unit, each half term.

Mock examinations will be held in line with the school's mock exam timetable for certain English Literature or Language paper. For aspects of the exams where formal mock exams are not held, students will always complete an in-class mock response for those questions.

English Language: 2 x exam papers:

Paper 1: Explorations in Creative Reading and Writing (written exam: 1 hour 45 minutes, 80 marks, 50% of GCSE).

Paper 2: Writers' Viewpoints and Perspectives (written exam: 1 hour 45 minutes, 80 marks, 50% of GCSE)

English Literature: 2 x exam papers:

Paper 1: Shakespeare and the 19th-century novel (written exam: 1 hour 45 minutes, 64 marks, 40% of GCSE).

Paper 2: Modern texts and poetry (written exam: 2 hour 15 minutes, 96 marks, 60% of GCSE).

Christian ethos

Where Christian ideas are explicitly expressed in texts studied, students will have the opportunity to discuss them and make connections to their own knowledge, and, or beliefs. The Federation's half termly value words will be used through class teaching to make connections between the ideas and themes encountered in the curriculum and the Christian ethos of the school. Through the study of the context of our chosen texts, students will be able to explore the influence of faith on individual writers and the societies within which they were writing.

British values

British values will be inherently upheld and explored through the themes presented in our studied texts, with links made to ideas of citizenship, kindness, fairness, justice and democracy. Through all lesson tasks, students in English will be encouraged to make connections between the texts, our society, and their own lives, and demonstrate British values as they discuss and write about Literature. As students study texts from different centuries, there will be opportunities to reflect on what it has meant- and still means- to be a British writer, reader and member of society.



Subject: English
Annual plan Y10

Week	Month	Learning Intentions and/or Key Questions
1	September	<p>Lang P1 Explorations in Creative Reading and Writing, Section B: Narrative and descriptive writing</p> <ul style="list-style-type: none"> Pupils will understand the assessment criteria and the expectations of their 'writing journal' for this unit. Pupils will also reflect on their prior knowledge of and ability to creatively write.
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6	October	<ul style="list-style-type: none"> Using style models, students analyse structure, including openings and endings. Using style models, students will draft and improve a piece of their own narrative writing. Pupils will understand the importance of structure and develop their ability to use it effectively. Analysis of style models to practice Section A questions (see below). <p>Pupil's will evaluate and assess each other's creative writing, using their knowledge of the assessment criteria and produce a piece of teacher-assessed work.</p> <p>Lang P1 Explorations in Creative Reading and Writing, section A: Literary fiction text</p> <ul style="list-style-type: none"> To understand a text and be able to retrieve information. To interpret the language used in a text as reflective of certain attitudes of the writer. To appraise how the writer's attitudes come across and their effectiveness. To analyse how the structure of a text can effect it. To appraise how the writer's intentions are explored through a text's structure. <p>To critique a text and its effectiveness through analysis of the writer's methods, language and structure.</p>
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9	Half term holiday	
10	November	<p>Lit P1 Shakespeare and the 19th-century novel, Section B: A Christmas Carol</p> <ul style="list-style-type: none"> Pupils will gain an understanding of the assessment criteria, and will develop their understanding of Victorian society (historical/social/literary context)
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13	December	<ul style="list-style-type: none"> Pupils will explore the characterisation of Scrooge, and consolidate their knowledge of Stave One. Pupils will engage with the theme of poverty and consolidate their knowledge of Stave Two. Pupils will gain a deeper understanding of Dickens' moral message, and consolidate their knowledge of Stave Three. Pupils to explore the symbolism of the Christmas ghosts and complete a detailed analysis on a given extract. Pupils will explore and evaluate Scrooge's transformation, and evaluate the structure of the novella as a whole. Pupils will evaluate an example essay, and understand the marking criteria in more depth. Pupils will also complete an assessed essay of their own.
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17	Christmas holiday	
18	January	

19		<p>Lang P2 Writers' Viewpoints and Perspectives, Section A: non-fiction and literary non-fiction</p> <ul style="list-style-type: none"> • An Introduction to the paper • Assessment Objectives • Inferring Meaning in non-fiction and literary non-fiction • Inferring meaning to answer questions, close reading, writing to summarise • Textual analysis, comparisons, understanding adverbial phrases and their effects, analysing language and applying in their own writing. • Language Paper 2 Section B • Focus on Q2. To identify and interpret information from a source. • Focus on Q3- how writers use language and structure. • Focus on Q4- compare writers' ideas and perspectives. • Q5- communicating effectively (recap of AFOREST techniques) • Q5- communicating effectively. • Practise questions and revision. • 	
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23			February
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25		Half term holiday	
26		<p>Lit P2 Modern texts and poetry Section B and C: Unseen poetry (and a return to the cluster)</p> <ul style="list-style-type: none"> • Exploring ways to approach a new poem for meaning. • How to work a variety of valid interpretations into poetry analysis; understanding the 'how' in a question and combining language, form and structure analysis with own interpretation effectively. • Look at AQA exemplar answers. Practice analysis of an unseen poem (mock question). • Return to anthology poems Love and Relationships (covered in Y9 Summer 2): making connections between groups of poems- comparison charts. • Anthology: Comparison practice; returning to the challenging poems. <p>Anthology: Look a AQA exemplar answers. Comparison practice question (mock question). Spoken Language last two weeks. Students to use Summer Hoilday to write their speech.</p>	
27	March		
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31		Easter holiday	
32	April	<p>Lit P1 Shakespeare and the 19th-century novel, section A: Macbeth</p> <ul style="list-style-type: none"> • To understand the contextual influences behind Macbeth (life in the 1600s, gender expectations, witches and the supernatural, divine right of Kings) • To understand the role of Lady Macbeth and how she transgresses gender expectations (focus on Act 1 scene 5) • To understand how Macbeth feels following the murder • To understand why Macbeth murders Banquo (focus on Act 3 and the banquet scene) • To understand how Macbeth can be considered a tragic hero • Practise questions and revision <p>Spoken Language week1: talking about universal themes, e.g. ambition and preparing a short speech on the subject in small groups.</p>	
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36	May		
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40	June		Half term holiday
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44	July	<p>To examine how the theme of Kingship has been conveyed throughout the play.</p> <p>To analyse the downfall of Macbeth</p> <p>To explore how Shakespeare reveals the malicious nature of the witches in Macbeth</p> <p>To comment on how nature is used to convey disruption in <i>Macbeth</i></p> <p>To analyse the impact of the witches prophecy.</p> <p>To explore how Macbeth presents the conventions of a noble king through Malcom.</p> <p>To analyse how Shakespeare juxtaposes the characters of Macbeth and Malcom.</p> <p>To analyse the final battle in Macbeth.</p> <p>Practice exam question</p> <p>Revision and end of year exam week (Y10 mock exam)</p>
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Subject: English
Annual plan Y11



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PENINSULA CAMPUS
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Week	Month	Learning Intentions and/or Key Questions
1	September	<p>Lit P2 Modern texts and poetry Section A: Modern text, <i>An Inspector Calls</i></p> <ul style="list-style-type: none"> An introduction: Contexts and influences – Edwardian England and 1945 England, Socialism v. Capitalism etc. Assessment Objectives. Dramatic devices revision. Act 1. Identifying context within Act One. Analysis dramatic devices Act One. Key characters/ characterisation. Mr Birling v. Inspector Goole. Act 2. Complete Act one and begin Act Two. Themes - Responsibility, class, capitalism, gender. Characterisation - Eva Smith, Sheila Birling v. Inspector Goole. Act 3. Exploring modern day reactions to key characters. Themes – presentation of women in 19jn 12. Themes – Age. Characterisation – Mrs Birling, Gerald Croft. Themes – class, social responsibility in 1912 v. 1945. Characterisation – Mrs Birling's Perspective, Inspector Goole's role, Eric Birling. Cyclical structure and dramatic devices. The final call. Eva Smith's downfall. Tackling exam questions. Watch 2015 film (or during revision carousel). <p>Spoken Language week 2: talking about universal themes, e.g. class and preparing a short speech on the subject in small groups. Choosing one of the two speeches prepared over the course of the GCSE as the Spoken Language Assessment.</p>
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6	October	
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9	Half term holiday	
10	November	<p>Continued analysis of AIC.</p> <p>1x Language lesson. P1</p> <p>Per week</p> <p>One question/skill per week.</p>
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14	December	<p>In the event of AIC finishing before the end of term students can revisit poetry.</p> <p>Revision and Y11 mock exam before Christmas</p>
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17	Christmas holiday	

18	January	Spoken Language NEA prep homework
19		Non-examination Assessment: Spoken Language <ul style="list-style-type: none"> Preparing and delivering spoken language speeches in small groups
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23	February	
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25		Half term holiday
26	March	Three week focus: <ul style="list-style-type: none"> Literature Paper 2: Focus on requirements for the exam and key skills per question. Compare perspectives and viewpoints of texts. Embed connectives to show similarities and differences.
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30		Three week focus: <ul style="list-style-type: none"> Language Paper 1 Section A. Question recap; talking about structure; analysing language ('how') without just 'feature spotting'. Language Paper 2 Section A: how to compare two writers' methods; developing sophisticated and fluent comparison and a personal structure to comparison (as long as the question is always answered).
31	April	Option for third Y11 mock exam before Easter
32		Easter holiday
33		Creating revision aids. Lectures, Drop-ins, Question clinics, Teacher-led and student-led discussion groups Podcasts, Interventions, Bespoke lesson time = practicing questions and specific areas of need per class. Revision sessions tailored to each class.
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36	May	Weekly revision carousel:
37		An Inspector Calls
38		Language
39		Macbeth/ACC Poetry/ language
40	June	Half term holiday
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44	July	
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