

INTENT
To embed the skills of analysis and writing, alongside evaluative thought and expansion of key vocabulary.

Bilton School Planning for Progress over Time Programme of Study

The bigger picture:

“All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.” National curriculum in England September 2013
The English Curriculum is built around a love of literature and creativity. We aim to deliver a broad spectrum of texts and authors to our students to enable students to appreciate how texts from the past influence 21st century to give them a grounding for the demands of the 21st century. We introduce and embed critical reading and sophisticated vocabulary to make our students confident and articulate readers and writers in order to fully participate in society and communicate their ideas and feelings so that they are well understood.

IMPLEMENTATION

Year 10	Macbeth	ACC	Poetry P&C	Unseen Poetry Bespoke Revision	Bespoke Revision	P2, Q5, S and L focus
Progress and assessment	1. FAR: Theme of the supernatural Act 1 Sc1 2. Mid Assessment: Theme of guilt Act 2 Sc 2 3. Final assessment: Macbeth as corrupted by power	1. FAR: Scrooge as a powerful character 2. Mid-assessment: Stave 2 – how wealth is presented 3: Final assessment: How Dickens presents Responsibility in ACC PPE1: Elements of AIC, Macbeth and ACC	1. Analysis of one poem 2. Comparison of 2 poems MA: Compare how poets present the power of nature in ‘The Prelude’ and in one other poem from ‘Power and conflict’ 3. Comparison of 2 poems - FA: Compare how poets present the ways people are affected by difficult experiences in ‘Remains’ and in one other poem from ‘Power and conflict’.	1. Single unseen poem FAR and MA Comparison 2. PPE2 – Whole course 3. Final- Inspector and responsibility or similarities between Eric and Sheila	1. FAR: Up to teachers to work on their classes weakest element. EXAMS P1: 11/5/26 P2: 19/5/26	1. FAR: Whole class feedback – S and L score on performance (D, M, P) 2. MA: Spoken Language endorsement (D, M, P) 3. FA: Spoken Language endorsement (D, M, P)
Homework	See ‘Revision Schedule’ for the year	See ‘Revision Schedule’ for the year	See ‘Revision Schedule’ for the year	See ‘Revision Schedule’ for the year	See ‘Revision Schedule’ for the year	Preparation for S&L – research tasks
Literacy (including reading)	Reading the entire play ‘Macbeth’; extracts from critics, theorists etc. Vocabulary of 10 words per topic; 2 for 2/3 for 3 vocabulary	Reading the entire novella ‘A Christmas Carol’; extracts from critics, theorists etc. Vocabulary of 10 words per topic; 2 for 2/3 for 3 vocabulary.	Reading the entire ‘Power and Conflict’ Poetry Anthology; extracts from critics, theorists etc. Vocabulary of 10 words per topic; 2 for 2/3 for 3 vocabulary	Reading a variety of unseen poems. Vocabulary of 10 words per topic; 2 for 2/3 for 3 vocabulary	A combination of extracts, poetry and essays linked to previous study. Vocabulary of 10 words per topic; 2 for 2/3 for 3 vocabulary	Reading articles and other stimulus material. 2 for 2/3 for 3 vocabulary
Cultural Capital	Shakespeare	Dickens	Poetry from 16 th – 21 st Century	Poetry from the 20 th and 21 st century	All of the previous	Presenting an opinion; modern, controversial topics
Social, Moral, Spiritual and Cultural Development	Themes of Power, Doubt, Guilt, Superstition, Fate, Morality	Themes of Greed, Social Change, Poverty, Class, Morality	Themes of Power, Conflict, Control, Relationship with Nature, War, Empathy, the Human Condition and Sympathy	Themes of Relationships, Love, Poverty, School Experiences, Nostalgia, Nature etc.	All of the previous	Students have the opportunity to present to others on a modern issue important to them
Fundamental British Values	Respect and Tolerance, Democracy, Rule of Law, Individual Liberty	Respect and Tolerance, Democracy, Individual Liberty	Respect and Tolerance, Democracy, Rule of Law, Individual Liberty	Respect and Tolerance, Democracy, Rule of Law, Individual Liberty	All of the previous	Respect and Tolerance, Democracy, Rule of Law, Individual Liberty
End Points	-Consolidating developing an LOA -Consolidating and developing connotations and elaborating explanations on writer’s word choices -Making links throughout the whole text -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction the ideas and perceptions -Exploration of writer’s purpose with focus on theories and context -Exploration of writer’s purpose and construction of meanings using tentative writing	-Consolidating developing an LOA -Consolidating and developing connotations and elaborating explanations on writer’s word choices -Making links throughout the whole text -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction the ideas and perceptions -Exploration of writer’s purpose with focus on theories and context -Exploration of writer’s purpose and construction of meanings using tentative writing	-Consolidating developing an LOA -Consolidating and developing connotations and elaborating explanations on writer’s word choices -Making links throughout the whole text -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction the ideas and perceptions -Exploration of writer’s purpose with focus on theories and context -Exploration of writer’s purpose and construction of meanings using tentative writing	-Consolidating developing an LOA -Consolidating and developing connotations and elaborating explanations on writer’s word choices -Making links throughout the whole text -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction the ideas and perceptions -Exploration of writer’s purpose with focus on theories and context -Exploration of writer’s purpose and construction of meanings using tentative writing	-Consolidating developing an LOA -Consolidating and developing connotations and elaborating explanations on writer’s word choices -Making links throughout the whole text -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction the ideas and perceptions -Exploration of writer’s purpose with focus on theories and context -Exploration of writer’s purpose and construction of meanings using tentative writing	-Consolidating developing an LOA -Consolidating and developing connotations and elaborating explanations on writer’s word choices -Making links throughout the whole text -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction the ideas and perceptions -Exploration of writer’s purpose with focus on theories and context -Exploration of writer’s purpose and construction of meanings using tentative writing
IMPACT:	Students prepared fully for their English Literature exam					