

Y10		Autumn Term- An Inspector Calls and A Christmas Carol		Spring Term- English Language paper 1 and Power and Conflict poetry		Summer Term -English Language paper 2 and Spoken Language	
	Key knowledge and interleaved tasks	An Inspector Calls Reading and understanding the format of a play, how the features may differ, importance of stage directions/ dramatic devices. Developing knowledge of how a writer builds character, contextual factors, e.g. class divide/ political views.	A Christmas Carol Developing knowledge of contextual factors such as: The Poor Law, views of Thomas Malthus, Victorian society and Christmas traditions. Developing knowledge of how to answer an exam question- this should include at least 2 annotated extracts in class and 1 practice essay.	English Language paper 1 Reading a range of fictional extracts and narrative stories. Understanding how to answer all questions on the paper and learning language and structural features. How to craft a piece of narrative and descriptive writing- steps to success including re-drafting.	Power and Conflict + Unseen Poetry Researching and learning about the contextual influences relevant for each poem. Learning a range of new poetic devices relevant to the poems and learning how to comment on the effect of these devices. How to make comparisons between the poems. Introduction to the unseen poetry element of the exam- reading, discussing and annotating a range of unseen poems.	English Language paper 2 Introduction to reading a range of non fiction extracts. Some past papers and some current articles. Understanding how to answer the reading questions for section A. Main focus is on section B: Crafting a personal voice; learning how to write letters, articles and speeches for a given audience.	Spoken Language and Power and Conflict Poetry The study of Language paper 2 will lead into the spoken language endorsement. Students learn how to write and present effectively.
-	Vocabulary to be taught- embedded into lessons and discussions	Socialism, capitalism, bourgeoisie, proletariat, omniscient, orthodox, revelations, dramatic irony, microcosm, exploitation, dialect, foreshadowing, collectivism, dialect, individualism, misogyny, morality, inequality.	Microcosm, antithesis, miserly, barbaric, spectre, benevolence, didactic tale, petulant, omniscient narrator, misanthropic, philanthropic, redemption, Sabbatarianism, symbolism, semantic field, pathetic fallacy.	Semantic field, adjective, dynamic verbs, modal verbs, stative verbs, abstract and concrete nouns, personification, metaphor, simile, sibilance, connotation, colloquial language, flashbacks, internal monologues, tone, perspective.	Juxtaposition, Volta, enjambment, narrative voice, perspective, metaphor, extended metaphor, simile, ambiguity, assonance, sibilance, consonance, alliteration, verbs, adjectives, nouns, semantic field.	Tone, rhetoric devices, alliteration, facts, opinion, repetition, exaggeration, emotive language, statistics, tripling, personal pronouns, direct address, yours faithfully, yours sincerely.	Tone of voice, non-verbal features, sophisticated vocabulary choices, presentation, perceptive.
-	Grammar and writing- embedded into lessons	Using quotations to develop analysis; focus on how to hit A02 in an essay based on a play; learning and applying relevant context to a text; using high level vocabulary. Introduction to what/how/why paragraphs and essay structure.	Developing vocabulary and depths of analysis; building on annotation skills from week 1- week 6, e.g. from quotation explosions to whole exam extract annotation; using quotations within analysis; using high level vocabulary within essay writing.	Sentence variation including sentence openers, how to punctuate different sentence types, semi colons and colons, hyphens, brackets, dialogue. Structural devices, e.g. paragraphing, cyclical endings vs linear structure.	Using quotations to develop analysis; focus on how to comment on A02 in an essay based on a poem. Developing high level inferences and understanding how to apply context (A03) to an essay on a poem.	Analytical skills - these will have developed over the year. Use of what/how/why structure or other departmental methods for answering the questions. Writing headlines; using colons and semi colons; exclamatory sentences.	Using standard spoken English within the presentation form. Inclusion of rhetoric devices to engage an audience. Poetry- comparative writing skills; essay writing.

Y11		Autumn Term- Shakespeare's Macbeth, revision of A Christmas Carol and Language paper 2		Spring Term- Literature paper 2 and revision of Language paper 1		Summer Term
-	Key knowledge and interleaved tasks	Shakespeare's Macbeth Reading a Shakespeare text and developing knowledge of how the writer builds character, using key themes and motifs, uses contextual references, uses dramatic devices for impact. Build on the skills of annotating from the beginning to end of the play and become confident commenting on Shakespearean language. Regular practice in class including preparation for the exam.	Continuation of Macbeth if needed then revision of characters, key themes, scenes and quotes for 'A Christmas Carol' ahead of the CAEs. Revision of Language paper 2 , sections A and B. Main focus on section A: reading and understanding a range of non-fiction texts in different formats; explicit teaching of how to answer each question; focus on how the writer uses methods to express their viewpoint; how to select judicious evidence; how language and structural features are used. Revision of section B: how to write to express a viewpoint and develop a personal voice.	An Inspector Calls revision-2 weeks until half term Revising and understanding the format of a play, how the features may differ, importance of stage directions/ dramatic devices. Developing knowledge of how a writer builds character, contextual factors, e.g. class divide/ political views.	Unseen poetry- 2 weeks Revision of poetic techniques. In class practice questions. Revising how to: identify feelings and attitudes in a range of unseen poems; how to identify and comment on similarities and differences between the poems. Language paper 1 revision -3 weeks Explicit teaching/ revision of how to answer each question for section A and methods used to craft an effective descriptive/ narrative for section B. How to write a flashback or internal monologue and how to embed this into a narrative effectively. Revision of other key techniques.	Power and Conflict revision - 1week Other Literature revision- 1 week Language revision - 1 week External Exams begin.
-	Vocabulary	Kingship, ambition, supernatural, power, morality, usurp, chaos and disorder, tragedy, conflict, hubris, hamartia, catharsis, deception, corruption, Machiavellian, apparition, peripeteia, Jacobean, dramatic irony.	Revision of key vocabulary for Language papers, e.g. discourse markers, language and structural features, time connectives, vocabulary for sensory language, persuasive techniques, tone.	Socialism, capitalism, bourgeoisie, proletariat, omniscient, orthodox, revelations, dramatic irony, microcosm, narrative voice, dialect, foreshadowing, collectivism, dialect, individualism, misogyny.	Semantic field, adjective, dynamic verbs, modal verbs, stative verbs, abstract and concrete nouns, personification, metaphor, simile, sibilance, connotation, colloquial language, flashbacks, internal monologues, tone, perspective.	
-	Grammar and writing	Building on annotation skills from week 1-week 6, e.g. from quotation explosions to whole exam extract annotation. Building on the ability to write about Shakespeare's language and dramatic devices.	Use of what/how/why structure or other departmental methods for answering the questions. Writing headlines; using colons and semi colons; exclamatory sentences.	Using quotations to develop analysis; focus on how to comment on A02 in an essay based on a play; learning and applying relevant context to a text; using high level vocabulary.	Sentence variation including sentence openers, how to punctuate different sentence types, semi colons and colons, hyphens, brackets, dialogue. Structural devices, e.g. paragraphing, cyclical endings vs linear structure.	