

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y10 Lit X3	Jekyll and Hyde This is a short text that engages students – the topics and ideas discussed are relevant to students.		Macbeth This text appeals to students as the themes and ideas are very clear. The themes are also similar to Jekyll and Hyde so students are able to link the two texts.		Power and conflict: War Building on the skills from year 8 and 9 we teach the poetry that links to the themes and ideas already discussed in the previous unit.	Animal Farm revisit Students will revisit their understanding of the modern text taught within year 9 and apply skills developed over the course of the year to this text
Y10 Lang X2	Paper 1 Building on the skills taught in Yr9 we will introduce the key elements of analysis alongside the literature text so students understand how the skills in both cross over.		Paper 2 This unit will build on the analysis skills of Paper 1 while also introducing the comparative element students will need to explore the poetry.		Writing Building on the explicit writing skill taught during KS3 we will focus on developing the structural and grammatical aspects of students work.	

Year 10 Lit				
	Autumn	Spring	Summer 1	Summer 2
Unit title:	Jekyll and Hyde	Macbeth	Power and Conflict Poetry - War	Animal Farm Revisit
Unit length:	39 lessons	36 lessons	18 lessons	21 lessons
Knowledge/Skills:	Knowledge <ul style="list-style-type: none"> Exam skills (structure of the paper, steps to approach) The contextual understanding of Victorian era and how it impacts the story (Christianity, society and class, friendship, health and medicine, gothic) Contextual information about the author (life, experiences, intentions in writing the novella) The key characters, plot and ideas of the text and their role Skills <ul style="list-style-type: none"> How to respond to a text to show understanding Explore how writers use methods for effect 	Knowledge <ul style="list-style-type: none"> The conventions of a tragedy (Greek and Shakespearian) Expectations of a tragic hero (nobility, tragic flaw, downfall, death) Narrative structure (Freytag's pyramid) Plot, character and themes of Macbeth (masculinity, supernatural, regicide, guilt, violence) Skills <ul style="list-style-type: none"> How to respond to a text to show understanding Explore how writers use methods for effect How to make links across the text 	Knowledge <ul style="list-style-type: none"> The key idea of the poems (and the poets intentions) The context of poems (war and conflict from 1800's to modern day) Impact of the use of language/form/structure Analytical responses Skills <ul style="list-style-type: none"> How to develop a response to the presentation of an idea in a poem (what) Exploring the effect of techniques (how) Exploration of quotations (how) How to explore poets intentions (why) 	Knowledge <ul style="list-style-type: none"> Narrative form (allegory) Contextual understanding (Russian Revolution, greed, communism, Stalin, rebellion) The characters, themes and plot of the text Skills <ul style="list-style-type: none"> How to link characters back to the context How to explore the presentation of a character/theme How to explore the writers intentions

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	<ul style="list-style-type: none"> How to make links across the text How to link the context and authors intentions back to analysis 		<ul style="list-style-type: none"> How to make links across the poems (intertextuality) 	
End points covered:	<p>A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes.</p> <p><i>Skills in literary criticism using a range of texts from different periods, styles and genres.</i></p> <p><i>Understanding of form, structure and language across contexts, cultures, writers and genres.</i></p> <p><i>Understanding of tragedy, British literature from classical literature to contemporary forms (chronology).</i></p>			
NC/Spec coverage:	<ul style="list-style-type: none"> English Literature AO1 English Literature AO2 English Literature AO3 			
Cross-curricular links:	History, Drama	History, Drama	History	History
Assessments:	Pre test – extract based response Mid test – extract based response End test – extract based response	Pre test – extract based response Mid test – extract based response End test – extract based response	Mid test – extract based response End test – extract based response	Mid test – extract based response End test – extract based response
<i>Other academy intent priorities</i>				
Curriculum Careers - Gatsby 4	Teachers, writer, editor			
Culturally rich – broadening horizons	Theatre company production of the novel (with Q&A) Contextual knowledge <ul style="list-style-type: none"> Homosexuality in Victorian Britain Personality theories Views on religion and science 	RSC productions of the play Contextual Knowledge <ul style="list-style-type: none"> Roles of women in society (moving from Elizabethan to Jacobean era) Effect of supernatural and witch trials 	Visit to Poetry Live to see the poets in action Watch recordings of the poets and the poems (videos by Simon Armitage etc.) Working with History to develop understanding of War.	Audio books Contextual knowledge of the Russian Revolution.

Year 10 Language			
	Autumn	Spring	Summer
Unit title:	Paper 1 Reading and Writing	Paper 2 Reading and Writing	Writing Skill
Unit length:	28 lessons	24 lessons	26 lessons
Key concepts:		Summary, comparison, analysis	Plot, sentence structure, persuade, argue, point of view
Knowledge/Skills:	Knowledge <ul style="list-style-type: none"> Various language devices (simile, metaphor, personification, imagery, nouns, verbs, adverbs, adjectives) 	Knowledge <ul style="list-style-type: none"> Rhetorical devices (AFFOREST) Comparative skills (varying layouts of a comparison, cross referencing, summary) Perspective/point of view 	Knowledge <ul style="list-style-type: none"> Sentence structure (varied sentence types and forms) Sophisticated punctuation (;-())

	<ul style="list-style-type: none"> Structural features (focus, zoom, flash backs, flashforwards) <p>Skills</p> <ul style="list-style-type: none"> Language analysis (what, how, why, effect on the reader) Structural analysis (what, how, why, effect on the reader) Make links across the text (critical evaluation) 	<p>Skills</p> <ul style="list-style-type: none"> How to summarise Make links between texts. How to analyse the writers perspective 	<ul style="list-style-type: none"> Rhetorical devices (anaphora, hypophora, parallelism) <p>Skills</p> <ul style="list-style-type: none"> How to vary structures for effect (matching structures to purpose and audience) How to use a wide range of literary/rhetorical devices Effective use of vocabulary
End points covered:	<p>Understanding of form, structure and language across contexts, cultures, writers and genres.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres.</p>	<p>Understand the power of written and spoken language, to inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias</p>	<p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres.</p> <p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p> <p>Write accurately and purposefully, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p>
NC/Spec coverage:	<ul style="list-style-type: none"> English Language AO1, English Language AO2 English Language AO4 	<ul style="list-style-type: none"> English Language AO1, English Language AO2 English Language AO3 	<ul style="list-style-type: none"> English Language AO5 English Language AO6
Cross-curricular links:	Basic literacy skills taught are relevant for all subjects.		
Assessments:	<p>Mid test – section A Q1, 2, 3</p> <p>End test – section A Q1, 2, 3, 4</p>	<p>Mid test – section A Q1, 2, 3</p> <p>End test – section A Q1, 2, 3, 4</p>	<p>Mid test – paper 1</p> <p>End test – paper 2</p>
<i>Other academy intent priorities</i>			
Curriculum Careers - Gatsby 4	Writer, media production, teacher, editor		
Culturally rich – broadening horizons	Reading a range of texts from a range of authors	Reading a range of texts on themes from other cultures and experiences.	