

	Autumn Term		Spring Term		Summer Term	
Year 10	Autumn Term		Spring Term		Summer Term	
	LITERATURE Literature Component 2 Section A 19 th Century Prose A Christmas Carol	LANGUAGE Language Component 2 Section A and B	LITERATURE Post 1914 literature An Inspector Calls	LANGUAGE Language Component 1 Section A and B	LITERATURE Eduqas Poetry Anthology	LANGUAGE Language component 2 writing and Spoken Language assessments
	Key knowledge: - the context of the Victorian era – working conditions, welfare, prisons, the Poor Law, traditions and customs of Victorians and religious beliefs in Victorian Britain. - How the writer uses context to inform and create effective plot and characters.	Key knowledge: - How to express themselves accurately, fluently, effectively at length, using a range of increasingly sophisticated vocabulary and a range of grammatical forms. - How to analyse language, structure and form of texts across an increasing range of genres. - How to write accurately, fluently,	Key knowledge: - Key context of An Inspector Calls and how this informs the text - Key features of playtexts and genre and how these are presented in the text. - Key features of plot, themes and characterisation and the effect. - Different narrative styles and their effect. - Be able to write confidently about a whole play - To confidently analyse language in the text and write	Key knowledge: - How a writer creates meaning through vocabulary and grammatical choices. - How writers use methods - a range of language and structural techniques - successfully to create effect through plot and characterisation. - How writers express themselves accurately for a variety of purposes and audiences in different ways.	Key knowledge: - The content and structure of different poems. - The conventions of traditional poetry and how these conventions change depending on genre. - How a particular context will inform the style and content of writing. - What successful poetry writing entails. - Be able to build my knowledge and understanding of a range of poetic techniques. - Be able to apply this knowledge to a range	Key knowledge: - Continuation and revisiting of skills from AUT 1 Language component 2 - Hot to craft and present a successful spoken language assessment at GCSE level.

	• Key issues and themes raised in the text. • How the writer uses symbolism and allegories effectively. • Build knowledge and understanding of a whole text. • Ambitiously write about and discuss Victorian era context. • Apply my contextual knowledge of the Victorian era directly to the novella. • Be able to judiciously use quotations in my responses. • Be able to analyse Dickens' language choices ambitiously and infer meanings from the text. • Organise and express ideas ambitiously in	effectively and at length across a range of an increasing range of genres, using a range of vocabulary and grammatical forms. • Explain writer's methods with appropriate, with the use of relevant subject terminology across an increasing range of genres. • understand and critically evaluate across a range of contemporary, • Understand of effects of writer's methods to create meanings across a range of non-fiction texts. • To identify comparisons across a range of texts, and make relevant comments and explorations about on their function and	about the meaning and effect • To be able to identify and analyse language and structural features perceptively • To write about Priestley's narrative choices and their effects • To write coherently and accurately about an extract and whole play • Consider audience reaction within the context and contemporary audiences. • Be able to judiciously use quotations in my responses • organise and express ideas ambitiously in extended writing. • Comment on the writers' intended message.	• Be able to build my knowledge and understanding of a variety of texts. • To read new texts and respond to them by understanding and inferring meanings perceptively. • analyse language, structure and form of texts across a range of genres. • be able to write accurately, fluently, effectively and at length in response to a given stimulus • Form opinions on a piece of writing utilising a range of vocabulary and grammatical forms. • Comment on the writers' intended message.	of unseen and taught poetry. • Be able to analyse language, structure and form of various poems across a range of genres. • Express myself confidently when analysing an unseen poem. • Write ambitiously and with confidence when analysing a range of poetic techniques.	
--	--	---	--	---	---	--

	extended writing. • Comment on Dickens' allegorical message to the reader.	the effect on the reader.				
Year 11	Autumn Term		Spring Term		Summer Term	Half Term 6
	(4 weeks to finish remaining poems) Macbeth	Macbeth Unseen Poetry	Language component 2 Section A and B	Language Component 1 Section A and B	Revision Carousel	
	• Poetry – see SUM term y10 Key knowledge: • key features of the plot, themes and characters of the play. • context of the early reception to the play and how this has changed over time. • importance of Shakespeare in the English Literary heritage and as a world-renowned canonical writer.	Macbeth – see AUT 1 y11 Key knowledge: • To understand how to analyse and respond to an unseen poem • Identify poetic techniques and their effects • Compare unseen poems in their themes, language, structure and effect	Key knowledge: • how to express themselves accurately, fluently, effectively at length, using a range of increasingly sophisticated vocabulary and a range of grammatical forms. • how to analyse language, structure and form of texts across an increasing range of genres. • how to write accurately, fluently, effectively and at length across a range of an increasing range of genres, using a	Key knowledge: • how a writer creates meaning through vocabulary and grammatical choices. • how writers use methods - a range of language and structural techniques - successfully to create effect through plot and characterisation. • how writers express themselves accurately for a variety of purposes and audiences in different ways.		

	• apply knowledge of context when explaining key events/themes/characterisation within the play. • Write with increasing confidence about the whole play text and be able to map key ideas/themes across the play. • analyse Shakespeare's language and structure and link this to the meaning and effect on audiences.		range of vocabulary and grammatical forms. • Explain writer's methods with appropriate, with the use of relevant subject terminology across an increasing range of genres. • understand and critically evaluate across a range of contemporary, • Understanding of effects of writer's methods to create meanings across a range of non-fiction texts. • Identify comparisons across a range of texts, and make relevant comments and explorations about on their function and the effect on the reader.	• be able to build my knowledge and understanding of a variety of texts. • Read new texts and respond to them by understanding and inferring meanings perceptively. • analyse language, structure and form of texts across a range of genres. • write accurately, fluently, effectively and at length in response to a given stimulus • Be able to form opinions on a piece of writing utilising a range of vocabulary and grammatical forms. • Comment on the writers' intended message.		
--	---	--	--	--	--	--