

## English Long Term Plan Year 10 2019-20

	Autumn one (7 wks)	Autumn two (8 wks)	Spring one (6 wks)	Spring two (6 wks)	Summer one (5 wks)	Summer two (7 wks)
Key Content (knowledge and understanding)	<b>Literature Paper 1 Sec. B</b> <b>19th Century Novel: A Christmas Carol</b>  <b>Embed:</b> close reading Lang. Paper 1 Sec. A Analysis of the following poems: <ul style="list-style-type: none"> <li>• My Last Duchess</li> <li>• London</li> <li>• Ozymandias</li> <li>• The Prelude</li> </ul>		<b>Literature. Paper 2. Sec. A</b> <b>Modern drama: An Inspector Calls</b>  <b>Embed:</b> Narrative writing Lang. Paper 1 Sec. B Analysis of the following poems: <ul style="list-style-type: none"> <li>• Charge of the Light Brigade</li> <li>• Bayonet Charge</li> <li>• Exposure</li> </ul>		<b>Lang. Paper 2 Sec. A + B</b>  Reading & responding to non-fiction and Transactional writing  <b>Embed:</b> Analysis of the following poems <ul style="list-style-type: none"> <li>• War Photographer</li> <li>• Remains</li> <li>• Emigree</li> <li>• Poppies`</li> </ul> <b>Spoken Language Endorsement (2 weeks of SU2)</b>	
	11q	<b>A Christmas Carol/Poetry</b> <u>AO1</u> Read, understand and respond to texts: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations. <u>AO2</u> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate <u>AO3</u> Show understanding of the relationships between texts and the contexts in which they were written <u>AO4</u> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation  <b>Lang P1 Sec A</b> <u>AO1</u>	<b>An Inspector Calls/Poetry</b> <u>AO1</u> Read, understand and respond to texts: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations. <u>AO2</u> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate <u>AO3</u> Show understanding of the relationships between texts and the contexts in which they were written  <b>Lang 1 Sec B</b> <u>AO5</u>	Language P2 (full) <u>AO1</u> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. <u>AO2</u> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology. <u>AO3</u> Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts. <u>AO5</u> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audience. Organise information		

	<p>Identify and interpret explicit and implicit information and ideas.  Select and synthesise evidence from different texts.</p> <p><b>AO2</b>  Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology.</p> <p><b>AO4</b>  Evaluate texts critically and support this with appropriate textual references.</p>	<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audience. Organise information and ideas, using structural and grammatical features to support coherence and cohesion and texts.</p> <p><b>AO6</b>  Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation</p>	<p>and ideas, using structural and grammatical features to support coherence and cohesion and texts.</p> <p><b>AO6</b>  Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation</p> <p><b>Poetry</b></p> <p><b>AO1</b>  Read, understand and respond to texts: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.</p> <p><b>AO2</b>  Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p><b>AO3</b>  Show understanding of the relationships between texts and the contexts in which they were written</p> <p><b>AO4</b>  Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p><b>Spoken Language</b></p> <p><b>AO7</b>  Present in a formal setting.</p> <p><b>AO8</b>  Listen and respond appropriately to spoken language.</p> <p><b>AO9</b>  Use spoken standard English appropriately.</p>
<p><b>Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)</b></p>	<p>Responsibility/treatment of others in Islam  Social worker, Philanthropist,  Literary Heritage  Careers- Accountant, Social work, Philanthropist,  Spirituality- Charity (zakat), the importance of good character  Cultural- traditions from other religions and cultures</p>	<p>Exploration of Literary heritage and themes  Cultural/social- social responsibility, morality/legality of our actions, taking care of other people, actions having consequences.  Islam- the example set by the Prophet (PBUH)  Justice  Socialism/Capitalism  Careers- Inspector/Police investigator, charity worker, factory worker, CEO of a company.</p>	<p>SMSC- war and its impact  Expressing viewpoints respectfully  Current affairs  Careers- Poet, journalist, writer</p>

<b>Assessment</b>	Language paper 1 Sec A (provided by MIC/STL)	Literature P1 Section B. Extract from ACC Provided by MIC/STL	Language. P 1 Sec. B Q5 (provided by MIC/STL)	Literature. P 2 Sec. A exam task on a character/theme (provided by MIC/STL)	Literature P2 Sec B  Comparison of 2 poems	Language. P 2 Sec. A and Sec. B (full paper exam task). Test week – MIC to provide paper Spoken Language endorsement.

Websites that can help my learning: