



# English

	Content
<b>Year 10 HT1</b>	Year 10 begin with Shakespeare's <i>Macbeth</i> . They complete a thorough and supported reading of the text, alongside watching a staged adaptation (onscreen). Students are guided through the key questions the play raises, and explore the presentation of its key themes: ambition, the supernatural, gender roles, and power. Their contextual understanding of Shakespearean England is built upon from KS3, and used to explore more complex concepts within the play, such as divinity, tyranny and fate. Students develop their understanding of the GCSE AOs, and ultimately apply these together in a formal essay focused on Macbeth's character.
<b>Year 10 HT2</b>	Year 10 continue their studies for Literature Paper 1, with Dickens' <i>A Christmas Carol</i> . They complete a careful and supported reading of the text and are guided through the key questions needed to access this Victorian novella. Students explore the novella's key themes: redemption, family, social injustice, and Christianity. There is a focus on the close analysis of writer's methods using shorter extracts. Students are prepared for their mock examination: Literature Paper 1. In particular, they consider how to use set direct and indirect references for a range of questions, and how to plan and structure a fluent and cohesive response.
<b>Year 10 HT3</b>	This half term, Year 10 focus on speaking and listening. They begin the unit by reading and analysing a range of non-fiction, argumentative texts; they study their linguistic and structural features, as well as developing understanding of a range of relevant social and cultural issues. As the unit progresses, students are guided through meticulous write up of their speech, on a topic of their choice. Each lesson explicitly explores how to make different elements of their speech most effective, and foci include: openings, endings, use of tone (pathos), anecdotes, real life examples (ethos), and logical structure (logos). The unit culminates in Year 10 performing their speeches in front of their class, as part of their GCSE Speaking and Listening assessment.
<b>Year 10 HT4</b>	In Spring 2, Year 10 return to Power and Conflict poetry. This time, however, they explore the poems through a much more comparative lens: as the unit progresses, they build comparison skills through comparing ideas, references, word choices, titles, imagery and structure. Poems which have not yet been studied are prioritised. Students refine their essay writing skills and refine their own personal preference for a comparative essay structure. At the end of Spring 2, year 10 students complete a Language Paper 2 mock. This is supported by the comparison and analysis skills developed in this poetry unit, and the argument writing and non-fiction analysis skills developed in Spring 1.
<b>Year 10 HT5</b>	Year 10 return to 'An Inspector Calls' in Summer 1, this time with a focus on developing analysis skills. Students begin with a pacey re-read of the whole play, supported with regular retrieval practice. Students then focus on specific methods and their application across the text as a whole: stage directions, the use of tone, irony, symbolism, structure, and characterisation are all explored with progressively challenging application, as students support their analysis with references and link them to Priestley's intentions and wider socio-political context.
<b>Year 10 HT6</b>	Year 10 finish their Summer term with a unit on poetry and language skills. Their key vocabulary contains carefully selected evaluative verbs which allow them to talk confidently and thoughtfully about texts as constructs. They begin with unseen poetry, allowing them to 'zoom in' on close linguistic and structural analysis. Poems are studied thematically: they look first at childhood, and then move onto conflict. There is opportunity for teachers to link anthology poetry with unseen to support any gaps in student confidence. Students then study one fictional extract in detail, linked to conflict or childhood. This is used to explicitly teach the key question skills required for Language Paper 1. Year 10 students complete mock examinations across all subjects in Summer 2, and in English, they complete Language Paper 1 and Literature Paper 2.



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Year 11 HT1	<p><b><u>Language</u></b> Students begin with Language Paper 1, using an excerpt from Daphne Du Maurier's Gothic novel <i>Rebecca</i> as their central text. They spend a sequence of lessons refining creative writing skills: effective use of structure, using conventions of a genre, and refining sentence-level construction are key focuses. They also revisit the key skills needed for Language Paper 1, Section A: analysing language and structure, and evaluating a writer's choices.</p> <p><b><u>Literature</u></b> Students revisit <i>Macbeth</i>: we approach the text through a thematic and moral lens, using key extracts to further refine close analysis. We focus on navigating the text and moving through it fluidly, in order that essays are cohesive and judiciously supported. In particular, students examine the character arcs of Macbeth and Lady Macbeth, and their symbolic and structural significance. This serves their ability to make conceptual links between moments in the text, and between the text and Shakespeare's context.</p>
Year 11 HT2	<p><b><u>Literature</u></b> Students begin with <i>A Christmas Carol</i> using a thematic approach to recap the key events and morals of the novella. As with <i>Macbeth</i>, we focus on extract analysis of key scenes, allowing students to refine their close linguistic analysis. Scrooge's character arc is examined and used to help students navigate the text, moving fluidly through key moments and making links between references. Students then sit mock examinations, including a Literature Paper 1. Students end the half term with <i>An Inspector Calls</i> using a thematic approach to recap the key events, context and morals. We focus on using indirect references to move fluidly through the text, creating cohesive and thesis-driven essays, and interweaving authorial intent with context and analysis. Key quotations for revision, set in Year 10, are consistent across the department, and the retrieval of these is embedded throughout the unit.</p> <p><b><u>Language</u></b> Students sit a Language Paper 1 mock in this half term, and classes focus on their specific areas of need. They respond in detail to feedback from their creative writing.</p>
Year 11 HT3	<p><b><u>Literature</u></b> Students begin with a detailed response to a question for <i>An Inspector Calls</i>, which is used to highlight areas for development in essay writing skills. These skills are then focused on as students revisit 'Power and Conflict'. This unit focuses on refining essay writing skills, as pairs of thematically linked poems are used as a centrepiece for teaching a specific section of an essay - from writing an introduction, to developing structural analysis, to concluding a thesis. Unseen Poetry is used to refine a specific area of essay writing, and to give students an opportunity to build their confidence with tackling new texts.</p>
Year 11 HT4	<p><b><u>Language</u></b> Students begin with a focused study of Language Paper 2. We use a past paper on the theme of nature as a springboard, and spend time mastering the skills required for each component in Section A. There is a core focus on modelling and using exemplar responses to ensure students are confident with the specific and challenging requirements of this paper. They sit a Language Paper 2 mock examination, and spend time responding to their individual feedback in detail.</p> <p><b><u>Literature</u></b> Students revise and sit Literature Paper 2. They are given the opportunity to respond to their feedback and work on individual areas for development.</p>
Year 11 HT5	<p><b><u>Literature and Language</u></b> Teachers work with the Head of Department to produce individual, bespoke plans for their class. These cover all examined topics and the key areas for skills development in each class. These plans are shared with students and parents on Google Classroom, and are tightly focused to ensure students feel confident moving into their examination period.</p>
Year 11 HT6	<p><b><u>N/A</u></b></p>