

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
Half term 1 3 weeks	Blood Brothers	Please see the year 10 map as this is a continuation of Half Term 6 from year 10.		Continuation of the unit from the end of year 10
Half term 1 4 weeks (or to the first PPE date, whichever is closest)	Eduqas Language Paper 1 – Creative reading and writing	<p>To consolidate the following:</p> <ul style="list-style-type: none"> • Reading with insight and engagement. • Developing an understanding of the plot, characters and themes. • The cultural context behind this play. • How the social historical context of the play informs the plot and characters • How language changes to reflect the time period it was written • Analyse effectively writers’ methods and structural decisions. • To build on their writing stamina, planning processes and working to the time constraints of the exam. <p>#FlashbackFriday</p> <p><u>Reading material</u></p> <ul style="list-style-type: none"> ▪ June 2022 PPE – Rachel, Bob and Peter <p>The list below is teacher choice</p> <ul style="list-style-type: none"> • Nov 2020 ‘The wife of Ranjit’ • June 2019 ‘Lorna and Matthew’s married life’ • Nov 2017 ‘Lucy and her father’ • June 2017 ‘Ruby Lenox and the fire’ • SAM ‘Obed’ 	<p>Taken from the EDUQAS specification</p> <p>AO1</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts <p>AO2</p> <ul style="list-style-type: none"> • Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views <p>AO3</p> <ul style="list-style-type: none"> • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts <p>AO4</p> <ul style="list-style-type: none"> • Evaluate texts critically and support this with appropriate textual references <p>AO5</p> <ul style="list-style-type: none"> • Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <p>AO6</p> <ul style="list-style-type: none"> • Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>This unit consolidates key fiction study skills taught at KS3 and in Year 10. We will remind students that they have been taught transferable knowledge and skills across both GCSEs.</p> <p>EXAM 20th century Literature reading and Creative writing 1 hour 45 minutes 40% of the qualification</p>

<p>Half term 2 6 weeks</p>	<p>Eduqas Language Paper 2 – Transactional reading and writing</p>	<ul style="list-style-type: none"> • To consolidate reading with insight and engagement, understanding writers’ methods and techniques • To revise how to adapt language to write formally for a specific audience. • Recap of all types of writing studied across KS3 and Year 10 • To consolidate their knowledge of how writers use language for effect and how writing changes and adapts to audience and purpose. • To appreciate and consider how language changes to reflect the time period it was written. • To consolidate their knowledge of how to analyse effectively writers’ methods. • To build on their writing stamina, planning processes and working to the time constraints of the exam. • #FlashbackFriday <p><u>Reading Material</u></p> <ul style="list-style-type: none"> • June 2022 PPE <p>The list below is teacher choice Nov 20 Trekking with the gorillas of Rwanda Nov 19 Markets Nov 18 Niagara Falls SAMS Cycling SAMS Hot Air Balloons</p>	<p><u>Taken from the EDUQAS specification</u></p> <p>AO1</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts <p>AO2</p> <ul style="list-style-type: none"> • Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views <p>AO3</p> <ul style="list-style-type: none"> • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts <p>AO4</p> <ul style="list-style-type: none"> • Evaluate texts critically and support this with appropriate textual references <p>AO5</p> <ul style="list-style-type: none"> • Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <p>AO6</p> <ul style="list-style-type: none"> • Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>This unit builds on from previous KS3 and Year 10 study. The skills studied are revised and revisited during KS3 and KS4 as non-fiction is often one of the more challenging aspects of the English Language examination. We will remind students that they have been taught transferable knowledge and skills across both GCSEs.</p> <p><u>EXAM</u> Component 2: 19th and 21st century non-fiction reading and transactional/persuasive writing. 2 hours 60% of the qualification.</p>
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<p>Half term 3 4 weeks</p>	<p>AQA Literature Paper 1 – Shakespeare’s ‘Macbeth’ and Dicken’s ‘A Christmas Carol’</p>	<ul style="list-style-type: none"> • To consolidate reading with insight and engagement. • To demonstrate their knowledge and understanding of the plot, characters and themes and the cultural context behind the play and novel. • To demonstrate their knowledge of how language changes to reflect the time period it was written and to make links to the Victorian articles used on the Language GCSE. • To consolidate how to analyse effectively writers’ methods. • To build on their writing stamina, planning processes and working to the time constraints of the exam. <p>#FlashbackFriday</p> <p><u>Reading Material</u> Whole novella Whole play The list below is teacher choice: Previous PPE extracts</p>	<p>Taken from the AQA specification</p> <p>- <u>literal and inferential comprehension</u>: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events</p> <ul style="list-style-type: none"> • <u>critical reading</u>: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text • <u>evaluation of a writer’s choice of vocabulary, grammatical and structural features</u>: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such <u>evaluation producing clear and coherent text</u>: <u>writing effectively about literature for a range of purposes such as</u>: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references 	<p>This builds on pupils’ knowledge from 2 KS3 Shakespeare texts and their study of ‘Macbeth’ in year 10.</p> <p>This unit builds on from their study of 19th Century texts in key stage 3 and in year 10. Pupils will be assessed on their analysis of the whole text. They will be expected to understand and explore Shakespeare and Dickens’ methods taking into consideration language, social historical context and both writers’ intentions.</p> <p>EXAM English Literature Paper 1 Shakespeare and 19th century novel 1 hour 45 minutes 40% of the qualification</p>
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<p>Half term 3 to 4 6 weeks</p>	<p>AQA Literature Paper 2 – Russell’s ‘Blood brothers’, Power & Conflict Poetry Cluster and Unseen Poetry</p>	<ul style="list-style-type: none"> • To consolidate reading with insight and engagement. • To demonstrate their knowledge and understanding of the plot, characters and themes and the cultural context behind the play and anthology collection. • To demonstrate their knowledge of how language changes to reflect the time period it was written. • To consolidate how to analyse effectively writers’ methods. • To demonstrate their ability to compare 2 poems thematically. • To build on their writing stamina, planning processes and working to the time constraints of the exam. <p>#FlashbackFriday</p> <p><u>Reading Material</u> Whole anthology collection</p>	<p>Taken from the AQA specification</p> <p>- <u>literal and inferential comprehension</u>: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events</p> <ul style="list-style-type: none"> • <u>critical reading</u>: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text • <u>evaluation of a writer’s choice of vocabulary, grammatical and structural features</u>: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such <p>-<u>evaluation producing clear and coherent text: writing effectively about literature for a range of purposes such as</u>: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references.</p>	<p>This builds on their prior learning from KS3 and Year 10 on their knowledge of content, context and theme.</p> <p>EXAM English Literature Paper 2 Modern texts and poetry 2 hours and 15 minutes</p>
<p>Half term 5 6 weeks</p>	<p>Revision</p>	<ul style="list-style-type: none"> • To build on their writing stamina, planning processes and working to the time constraints of the exam. 	<p>As above</p>	

Half term 6				
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