



Topic Overview

Faculty/Subject: **English**
 Year Group: **Year 10**
 Topic: **English Language**

English Language

BIG IDEAS	Key concepts, knowledge and terms	
<p>Throughout KS3 you have been developing a range of skills so that you can be independent readers and writers. This course expects you to tackle both fiction and non-fiction texts applying the skills you have learned with increasing independence and accuracy. These skills are essential to access further study in all subjects in this school and beyond. They are essential to wider life, from choosing who to vote for (interpreting the various spoken and written political views), speaking up with an opinion or engaging with a new experience or dilemma. The world you live in is based on language and communication. The skills you learn here will help you to understand and interpret the world around you.</p>	<ul style="list-style-type: none"> ● Select and retrieve ● Evidence ● Summary ● Synthesis ● Inference ● Language Analysis ● Structural Analysis ● Evaluation ● Comparison ● Narrative ● Description ● Opinion <p>Key Grammatical features</p> <ul style="list-style-type: none"> ● Minor sentence ● Simple sentence ● Complex sentence ● Main clause/subordinate clause ● Full stop, comma, semi-colon, colon, exclamation mark, question mark, ellipses, speech marks, brackets, dashes 	<p>Key word classes</p> <ul style="list-style-type: none"> ● noun/pronoun/proper noun/adjective ● verb/modal verb/imperative/adverb ● Preposition <p>Imagery and figurative techniques</p> <ul style="list-style-type: none"> ● Imagery ● Simile ● Metaphor ● Personification/zoomorphism ● Pathetic Fallacy ● Symbolism <p>Other methods</p> <ul style="list-style-type: none"> ● Repetition ● Alliteration/Sibilance ● Anaphora ● Rhetorical questions ● Emotive language <p>Tone</p> <ul style="list-style-type: none"> ● Hyperbole ● Sarcasm ● Understatement ● Irony
Prior knowledge and prior learning		Assessment:
<p>You have practised all of these skills in KS3</p> <ul style="list-style-type: none"> ● You have worked from basic understanding, through inference, analysis and evaluation in KS3. You have looked at plays, poems, novels and nonfiction speeches and articles ● You have written descriptive pieces building from a single paragraph to 3 paragraphs that develop an idea withhold information and reveal, structuring for effect. You have presented opinion pieces in speech and article form. You have practised using a range of different strategies for effect, selecting vocabulary, sentence structures and ideas to engage your audience. . 		<ul style="list-style-type: none"> ● You will complete a mock exam in December where you will complete Paper 1 (Fiction - 1 source) ● You will complete a mock exam in June where you will complete Paper 2 (Non-fiction - 2 sources) ● The combined score will give you your starting grade for English language as you enter year 11
The process - skills development map		
<p>1. You will learn to understand the requirements of the two exam papers and the requirements for each question type in order that you can demonstrate the right skills at the right time in a way that will showcase your skills.</p>	Both Papers	
<p>2. You will learn to read the source efficiently. In an exam which is so pressured for time, having a process to help you is critical. You need to learn to read actively and to select information in the sources that will help you answer the questions.</p>	Both papers All reading questions	
<p>3. You will learn to select appropriate evidence effectively to support your ideas and ensure that you can expand your responses in a way that showcases your understanding and skill.</p>		
<p>4. You will learn to summarise the ideas in a text efficiently presenting the important ideas and comparing them.</p>	Paper 2 Question 2	
<p>5. You will develop your inference skills so that you can draw conclusions from evidence.</p>	Paper 1 Question 4 Paper 2 Question 2	
<p>6. You will develop your skills of analysis, ensuring that you consider the effect of the writer's choices, specific techniques and work choices.</p>	Paper 1 Question 2 and 4 Paper 2 Question 3 and 4	
<p>7. You will develop your ability to track the development of the structure of a piece of writing and then to analyse the writer's choices so that you can explain why a writer made that choice at that moment.</p>	Paper 1 Question 3 Paper 1 Question 4 Paper 2 Question 4	
<p>8. You will develop your evaluative skills, making sure that you show consideration of the full complexity of the issue and reason your response based on evidence.</p>	Paper 1 Question 4	
<p>9. You will develop your ability to compare and contrast finding features that cross over and considering the similarities and differences in attitude and approach.</p>	Paper 2 Question 2 Paper 2 Question 4	
<p>10. You will learn to interpret the writing questions ensuring that you are clear about audience and purpose.</p>	Both Writing Papers Paper 1 Question 5 Paper 2 Question 5	
<p>11. You will learn to plan a writing piece considering</p> <ol style="list-style-type: none"> a. Vocabulary choice b. Premise/ideas c. Structure and direction 		
<p>12. You will review your knowledge of grammar and punctuation to ensure that you have:</p> <ol style="list-style-type: none"> a. Accuracy b. Variety c. Effect 		
<p>13. You will learn to write an extended piece with a range of ideas (usually about 6 paragraphs in length) ensuring that you develop ideas in an engaging and logical way.</p>		

14. You will learn some skills of self-criticism and self-assessment through engagement with the mark schemes and marking grids.



Topic Overview

Faculty/Subject: **English**

Year Group: **10**

Topic: **Literature A Christmas Carol**

English

BIG IDEAS

This is one of your 4 major Literature texts. A novel written by Charles Dickens, it is much more than just a piece of literature and in many ways helps to define our concept of Christmas. This moral fairy tale asks us to consider the importance of generosity over selfishness.

Key concepts, knowledge and terms

- Social Responsibility
- Legacy
- Generosity
- Selfishness
- Greed
- Misanthropy
- Transformation
- Redemption
- Retribution
- Miser
- Industrialisation
- Divine Justice
- Morality
- Inequality

- Thomas Malthus and his economic formula of population and resources
-

Prior knowledge and prior learning

In year 9 you studied 19th century themes and ideas covering poverty, inequality, death and children. You learnt about the social historical context, in particular the impact of industrialisation and how attitudes to the poor, children and death were different to many in contemporary Britain. You have developed the skills of analysing extracts and evaluating ideas. You will need to use all of these skills and ideas as foundations to develop your understanding of this specific novel.

Assessment:

- You will complete a mock exam just before Christmas.
- The assessment will be 45 minutes long.
- You will answer one question based on a short extract and you will be expected to write about examples from across the rest of the novel.

The process

1. You will revisit some social historical context and become familiar with some key vocabulary and concepts
2. Read a section of the text annotating with your teacher as you go, discussing key concepts
3. Reflect on key quotes, themes and concepts
4. At the end of a section you will review and revise before moving on and repeating the process

Alongside this process in class, you will be completing century tech nuggets to support your understanding and begin your revision.

5. You will practise planning for an assessment and writing a response. This practice will give you a chance to rehearse for the exam, but will also help to focus your revision as there will be some material in this practice that you will be able to use in the exam alongside your own independent work.

Key Questions to Consider

To what extent does Dickens present Scrooge as a character who deserves punishment?	Christmas Carol is a story of transformation and change; what changes does Dickens promote?	Dickens was concerned with the plight of children in his time. How does he present the importance of children in the novel?
This novel is credited with defining Christmas as we know it. What is the significance of Christmas in the novel?	How does Dickens present the idea of a good and a bad death, a good and a bad legacy.	This is a moral fairytale. How would you define the moral message of the text?



Topic Overview

Faculty/Subject: **English**

Year Group: **10**

Topic: **Literature Power & Conflict Poetry
(Conflict Cluster)**

English

BIG IDEAS

Key concepts, knowledge and terms

<p>These poems comprise approximately half of the AQA Power and Conflict Anthology. Although some cross over in content and ideas with the power poems, they also explore ideas about:</p> <ul style="list-style-type: none"> • Glory, honour and respect in war • The futility of killing and dying in war • The brutal dehumanisation of war • The effect of war and conflict on the psyche and the identity • Conflict with society and morality • Inner personal conflict 	<ul style="list-style-type: none"> • Dehumanisation • Desensitisation • Disempowerment • Devaluing • Honour • Idealisation • Futility • Senseless • Duty • Sacrifice • Patriotism 	<ul style="list-style-type: none"> • Physical conflict/ fighting • Inner conflict <ul style="list-style-type: none"> ◦ Moral ◦ Psychological ◦ Personal • Conflict with powerful forces <ul style="list-style-type: none"> ◦ Nature ◦ Social structures ◦ Beliefs ◦ Time
---	--	--


Prior knowledge and prior learning	Assessment:
<p>In year 7 and 8 you studied poetry from different cultures and war poetry. This gave you an appreciation of the way poetry can be used to express very different points of view and in very different ways. We introduced you to some of the social and historical context of war poetry and some of the issues around identity and perspective. We considered how poetry can be performative as well as written and we explored ways to read a poem annotating for meaning, for language effects and for structural effects. You have also learned to write an extended literature essay exploring a clear idea in a specific text.</p>	<ul style="list-style-type: none"> • You will complete a mock exam. • The assessment will be 45 minutes long. • You will answer one question based on a given poem from this cluster which you should compare with another poem of your choice from the anthology.

<p>The process.</p> <p>You will study the following poems: The charge of the light Brigade by Alfred Lord Tennyson; Bayonet Charge by Ted Hughes; Remains by Simon Armitage; Exposure by Wilfred Owen; War Photographer by Carol Ann Duffy</p> <p>For each poem, you will:</p> <ol style="list-style-type: none"> 1. Read for understanding, discuss relevant historical context, themes and ideas 2. Analyse the poet's language use and the way the poem has been structured for effect 3. Reflect on key quotes, themes and concepts and the way in which these compare to other poems in the anthology


<p>Alongside this process in class, you will be completing century tech nuggets to support your understanding and begin your revision.</p> <ol style="list-style-type: none"> 4. You will practise planning for an assessment and writing a response. This practice will give you a chance to rehearse for the exam.

Key Questions to Consider		
Compare the ways poets present the effects of conflict in Bayonet Charge and in one other poem from 'Power and Conflict'	Compare the ways poets present ideas about soldiers in conflict in Charge of the Light Brigade and in one other poem from 'Power and Conflict'	Compare the ways poets present ideas about conflict in Remains and in one other poem from 'Power and Conflict'
Compare the ways poets present the effects of war in ' Exposure ' and in one other poem from 'Power and Conflict'	Compare how different people are affected by conflict in War Photographer one other poem from 'Power and Conflict'	Compare the ways poets present conflicting ideas in Kamikaze and one other poem from 'Power and Conflict'
Compare the ways that the poets present conflict in Poppies and one other poem from 'Power and Conflict'.		

While these are predominantly the conflict poems, they could also be considered in terms of power		
Compare the ways poets present powerful ideas and emotions in Bayonet Charge and in one other poem from 'Power and Conflict'	Compare the ways poets explore ideas of power Charge of the Light Brigade and in one other poem from 'Power and Conflict'	Compare the ways poets present the powerful experiences Remains and in one other poem from 'Power and Conflict'
Compare the ways poets present the power of the natural world in ' Exposure ' and in one other poem from 'Power and Conflict'	Compare how the poet presents challenges to power in War Photographer one other poem from 'Power and Conflict'	Compare the ways poets present powerful thoughts and ideas in Kamikaze and one other poem from 'Power and Conflict'
Compare the ways that the poets present the power of human connections in Poppies and one other poem from 'Power and Conflict'.		

	<p>Topic Overview Faculty/Subject: English Year Group: 10 Topic: Literature Macbeth</p>	<p>English</p>
--	--	----------------


BIG IDEAS	Key concepts, knowledge and terms	
This is one of your 4 major Literature texts. A play written by Shakespeare, it is a political statement, an exploration of the complexities of human ambition and guilt and a reflection on mankind's place in a wider natural order. This bloody and disturbing tale asks us to consider the importance of making moral judgements and of the responsibility of power.	<ul style="list-style-type: none"> • The Great Chain of Being • Natural Order • The Gunpowder plot • The Divine Right of Kings • The Daemonology • Moral compass • Masculinity • Hamartia • Tragedy • Patricide • Regicide 	<ul style="list-style-type: none"> • Disruption • Disturbance • Dehumanise • Destabilise • Insecurity • Supernatural • Metaphysical
Prior knowledge and prior learning	Assessment:	
You have already had experience of studying two Shakespeare plays in previous years (Romeo and Juliet and The Tempest). You will be familiar enough with the language to be able to access the text. You will also have explored themes such as inner conflict, metaphysical ideas of justice and fate as well as some of the social historical beliefs of the time. You have written literature essays with a conceptualised opening and then an exploration of those ideas exploring evidence from across a text. While this text may appear challenging, it is often one that students become quite passionate about as they prove to themselves they can make sense of Shakespeare	<ul style="list-style-type: none"> • You will complete a mock exam just before Christmas. • The assessment will be 45 minutes long. • You will answer one question based on a short extract and you will be expected to write about examples from across the rest of the novel. 	
The process		
1. You will revisit some social historical context and become familiar with some key vocabulary and concepts		
2. Read a section of the text annotating with your teacher as you go, discussing key concepts		
3. Reflect on key quotes, themes and concepts		
4. At the end of a section you will review and revise before moving on and repeating the process		
Alongside this process in class, you will be completing century tech nuggets to support your understanding and begin your revision.		
5. You will practise planning for an assessment and writing a response. This practice will give you a chance to rehearse for the exam, but will also help to focus your revision as there will be some material in this practice that you will be able to use in the exam alongside your own independent work.		
Key Questions to Consider		
To what extent does Shakespeare suggest that Macbeth is responsible for his own downfall?	To what extent is Lady Macbeth a powerful character?	How does Shakespeare explore the role of King in the play Macbeth?
How does Shakespeare present the importance of choice in the play?	How does Shakespeare present the power of supernatural forces in Macbeth?	How does Shakespeare present Macbeth's downfall?
To what extent are Banquo and Malcolm a foil for Macbeth?	To what extent does Shakespeare suggest that Macbeth is a victim?	How does Shakespeare explore the effects of ambition?

	<h2>Topic Overview</h2> <p>Faculty/Subject: English Year Group: 11 Topic: Literature Power & Conflict Poetry (Power Cluster)</p>	<p>English</p>
--	---	----------------

BIG IDEAS	Key concepts, knowledge and terms	
These poems comprise approximately half of the AQA Power and Conflict Anthology. Although some cross over in content and ideas with the conflict poems, they also explore ideas about: <ul style="list-style-type: none"> • Power and control in society • Disempowered groups and identities • Dominant groups and identities • Humans' relationship with the natural world • Humans' understanding of the nature of existence 	<ul style="list-style-type: none"> • Dehumanisation • Marginalisation • Disempowerment • Dominant ideologies • Hubris • The natural sublime • Transiency • The Romantics • Colonialism/ Post-colonialism • Objectification • Oppression 	<p>Legitimate power</p> <ul style="list-style-type: none"> • The power given to someone within a hierarchy or structure <p>Coercive power</p> <ul style="list-style-type: none"> • The power held by someone who can threaten physically or psychologically <p>Discursive power</p> <ul style="list-style-type: none"> • The power to use language or knowledge to manipulate how people think or understand the world. <p>Metaphysical power</p> <ul style="list-style-type: none"> • Unexplained, unknown powers such as

		spiritual powers, good and evil or fate.
Prior knowledge and prior learning		Assessment:
In year 10, you studied the first half of the AQA Power and Conflict Anthology, focussing on the "conflict" cluster of poetry. You developed skills to interpret poetry, analysing language use and structural techniques. You began to consider how the poems were connected to each other in terms of themes, ideas and messages. You will need to further develop these skills as we continue to work through the anthology.		<ul style="list-style-type: none"> You will complete a mock exam. The assessment will be 45 minutes long. You will answer one question based on a given poem from this cluster which you should compare with another poem of your choice from the anthology.
The process.		
You will study the following poems: Emigree - Carol Rumens; Checking out me History - John Agard; My Last Duchess - Robert Browning; London - William Blake; Ozymandias - Percy Shelley; Tissue - Imitiaz Dharker; The Prelude - William Wordsworth; Storm on the Island - Seamus Heaney		
For each poem, you will:		
1. Read for understanding, discuss relevant historical context, themes and ideas		
2. Analyse the poet's language use and the way the poem has been structured for effect		
3. Reflect on key quotes, themes and concepts and the way in which these compare to other poems in the anthology		
Alongside this process in class, you will be completing century tech nuggets to support your understanding and begin your revision.		
4. You will practise planning for an assessment and writing a response. This practice will give you a chance to rehearse for the exam.		
Key Questions to Consider		
Compare the ways poets present the power of memories in The Émigree and in one other poem from 'Power and Conflict'	Compare the ways poets present ideas about power and oppression in ' Checking Out Me History ' and in one other poem from 'Power and Conflict'	Compare the ways poets present ideas about power and control in ' London ' and in one other poem from 'Power and Conflict'
Compare the ways poets present abuse of power in ' My Last Duchess ' and in one other poem from 'Power and Conflict'	Compare the ways poets present ideas about power in ' Ozymandias ' and in one other poem from 'Power and Conflict'	Compare the ways poets present the power of humans in ' Tissue ' and in one other poem from 'Power and Conflict'
Compare the ways poets present human power in ' The Prelude ' and in one other poem from 'Power and Conflict'	Compare the ways poets present ideas about power of nature in ' Storm on the Island ' and in one other poem from 'Power and Conflict'	

While these are predominantly the power poems, they could also be considered in terms of conflict		
Compare the ways poets present the effects of conflict in The Émigree and in one other poem from 'Power and Conflict'	Compare the ways poets present the conflict between the individual and the world around them in ' Checking Out Me History ' and in one other poem from 'Power and Conflict'	Compare the ways poets present conflict in everyday life in ' London ' and in one other poem from 'Power and Conflict'
Compare the ways poets present the conflict between individuals in ' My Last Duchess ' and in one other poem from 'Power and Conflict'	Compare the ways poets present conflict in ' Ozymandias ' and in one other poem from 'Power and Conflict'	Compare the ways poets present human conflicts in ' Tissue ' and in one other poem from 'Power and Conflict'
Compare the ways poets present conflict with the world around us in ' The Prelude ' and in one other poem from 'Power and Conflict'	Compare the ways poets present conflict with powerful forces in ' Storm on the Island ' and in one other poem from 'Power and Conflict'	

	Topic Overview Faculty/Subject: English Year Group: Year 11 Topic: English Language	<h1>English Language</h1>
--	--	---------------------------

BIG IDEAS	Key concepts, knowledge and terms	
Throughout KS3 and in year 10 you have been developing a range of skills so that you can be independent readers and writers. This course expects you to tackle both fiction and non-fiction texts applying the skills you have learned with increasing independence and accuracy. These skills are essential to access further	<ul style="list-style-type: none"> Select and retrieve Evidence Summary Synthesis Inference Language Analysis Structural Analysis Evaluation Comparison 	Key word classes <ul style="list-style-type: none"> noun/pronoun/proper noun/adjective verb/modal verb/imperative/adverb Preposition Imagery and figurative techniques <ul style="list-style-type: none"> Imagery Simile

<p>study in all subjects in this school and beyond. They are essential to wider life, from choosing who to vote for (interpreting the various spoken and written political views), speaking up with an opinion or engaging with a new experience or dilemma. The world you live in is based on language and communication. The skills you learn here will help you to understand and interpret the world around you.</p>	<ul style="list-style-type: none"> ● Narrative ● Description ● Opinion <p>Key Grammatical features</p> <ul style="list-style-type: none"> ● Minor sentence ● Simple sentence ● Complex sentence ● Main clause/subordinate clause ● Full stop, comma, semi-colon, colon, exclamation mark, question mark, ellipses, speech marks, brackets, dashes 	<ul style="list-style-type: none"> ● Metaphor ● Personification/zoomorphism ● Pathetic Fallacy ● Symbolism <p>Other methods</p> <ul style="list-style-type: none"> ● Repetition ● Alliteration/Sibilance ● Anaphora ● Rhetorical questions ● Emotive language <p>Tone</p> <ul style="list-style-type: none"> ● Hyperbole ● Sarcasm ● Understatement ● Irony
Prior knowledge and prior learning		Assessment:
<p>You have practised all of these skills in KS3 and in year 10:</p> <ul style="list-style-type: none"> ● You have worked from basic understanding, through inference, analysis and evaluation. You have looked at plays, poems, novels and nonfiction speeches and articles ● You have written descriptive pieces building from a single paragraph to a full piece of writing, comprising several paragraphs. You have learned how to develop an idea, withhold information and reveal, structuring for effect. You have presented opinion pieces in speech and article form. You have practised using a range of different strategies for effect, selecting vocabulary, sentence structures and ideas to engage your audience. . 		<ul style="list-style-type: none"> ● You will complete a mock exam in November and again in March ● In both cases you will complete both paper 1 (fiction - 1 source) and paper 2 (non-fiction incl.2 sources)
The process - skills development map		
1. You will learn to understand the requirements of the two exam papers and the requirements for each question type in order that you can demonstrate the right skills at the right time in a way that will showcase your skills.	Both Papers	
2. You will learn to read the source efficiently. In an exam which is so pressured for time, having a process to help you is critical. You need to learn to read actively and to select information in the sources that will help you answer the questions.	Both papers All reading questions	
3. You will learn to select appropriate evidence effectively to support your ideas and ensure that you can expand your responses in a way that showcases your understanding and skill.		
4. You will learn to summarise the ideas in a text efficiently presenting the important ideas and comparing them.	Paper 2 Question 2	
5. You will develop your inference skills so that you can draw conclusions from evidence.	Paper 1 Question 4 Paper 2 Question 2	
6. You will develop your skills of analysis, ensuring that you consider the effect of the writer's choices, specific techniques and work choices.	Paper 1 Question 2 and 4 Paper 2 Question 3 and 4	
7. You will develop your ability to track the development of the structure of a piece of writing and then to analyse the writer's choices so that you can explain why a writer made that choice at that moment.	Paper 1 Question 3 Paper 1 Question 4 Paper 2 Question 4	
8. You will develop your evaluative skills, making sure that you show consideration of the full complexity of the issue and reason your response based on evidence.	Paper 1 Question 4	
9. You will develop your ability to compare and contrast finding features that cross over and considering the similarities and differences in attitude and approach.	Paper 2 Question 2 Paper 2 Question 4	
10. You will learn to interpret the writing questions ensuring that you are clear about audience and purpose.	Both Writing Papers Paper 1 Question 5 Paper 2 Question 5	
11. You will learn to plan a writing piece considering <ul style="list-style-type: none"> a. Vocabulary choice b. Premise/ideas c. Structure and direction 		
12. You will review your knowledge of grammar and punctuation to ensure that you have: <ul style="list-style-type: none"> a. Accuracy b. Variety c. Effect 		
13. You will learn to write an extended piece with a range of ideas (usually about 6 paragraphs in length) ensuring that you develop ideas in an engaging and logical way.		
14. You will learn some skills of self-criticism and self-assessment through engagement with the mark schemes and marking grids.		