

Yr10 & 11 English Curriculum Plan (Each row = 1 topic of study, taking place over 1 or 2 half terms)

Topic	No of lessons	Key knowledge and skills	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Year 10 English Language Paper 1: Unseen 19th Century Fiction and Imaginative Writing	36	<ul style="list-style-type: none"> • Students will closely analyse language, form and structure from a selection of 19th Century novels. • Students will closely consider the effect on different types of reader. • Students will increase their writing and analysing skills in relation to analytical/technical vocabulary and written expression. • Students will have opportunities for discussions and debate about the emotional struggles of the characters, their opinions and their decisions. • Students will consider how life has changed since the 19th century. • Students will craft imaginative writing, using taught conventions and high-quality vocabulary. 	<ul style="list-style-type: none"> • Students are taught the key features of creative writing which can be applicable to media centred jobs. • Students are taught about equality with the inaccurate and sexist depictions of men and women within 19th Century literature. 	<p>More able are directed towards a range of 19th century free texts to access and develop vocabulary.</p> <p>SEND students are supported via teacher differentiation, questioning and TA support if applicable and at a level appropriate to their ability.</p>	<ul style="list-style-type: none"> • Recall activities begin each lesson • Formative assessment halfway through the half term (Imaginative Writing) • Summative assessment at the end of the half term (Full Language Paper 1)
Year 10 English Literature Paper 2: 19th Century Fiction ('A Christmas Carol' or 'Dr Jekyll and Mr Hyde')	45	<ul style="list-style-type: none"> • Students will closely analyse language, form and structure from a selected 19th Century Novel. • You will increase your writing and analysing skills in relation to analytical/technical vocabulary and written expression. • Students will consider the importance of theme and character development across their novel. • Students will consider how life has changed since the 19th century and the influence of this historical context. 	<ul style="list-style-type: none"> • Students consider the opportunities for men and women, the more and less wealthy during the time of their novel. • Students are taught about the conflict between science and religion, poverty and the 'poor law', and the 	<p>More able are directed towards a range of 19th century free texts to access and develop vocabulary.</p> <p>SEND students are supported via teacher differentiation, questioning and TA support if applicable and at a level appropriate to their ability.</p>	<ul style="list-style-type: none"> • Recall activities begin each lesson • Formative assessment halfway through the half term for Question A. • Formative assessment at the end of the Autumn Term for Question B • Summative assessment midway through Spring Term one (Both question A and B).

			impact of social change in society.		
Year 10 English Literature Paper 2: Unseen and Conflict Poetry	36	<ul style="list-style-type: none"> Students will closely analyse language, form and structure from the Edexcel 'Conflict' poetry anthology. They will increase their writing and analysing skills in relation to analytical/technical vocabulary, writing expression and context associated with each of the designated poems. Students will continue to practice their analysis of unseen poems. They will learn to compare meanings, methods and motivations behind crafted poetry. 	<ul style="list-style-type: none"> Students develop their empathy and understanding of the wider world, including military and non-military conflicts. Students learn tolerance of different cultures as well as locations of other countries and impacts of historic wars. Students consider the impact of Remembrance Day and religion on British Society. 	<p>More able students may explore the influence of context on modern poets, including through documentaries and other media.</p> <p>SEND students are supported via teacher differentiation, questioning and TA support if applicable and at a level appropriate to their ability.</p>	<ul style="list-style-type: none"> Recall activities begin each lesson Formative assessment at the end of the Spring Term (QA/conflict poetry) Summative assessment halfway through Summer Term 1 (QA/conflict and QB/unseen).
Year 10 English Literature Paper 1: 'An Inspector Calls' (Post-1914 novel or play)	30	<ul style="list-style-type: none"> Students will analyse the way that characters and themes are presented in a post-1914 novel: An Inspector Calls. Students will increase their writing and analysing skills in relation to analytical/technical vocabulary, writing expression and relevant contextual knowledge for each play. They will practice proof-reading their answers and improving their clarity of expression. Students will have opportunities for discussions and debate about the plight of individual characters within the play, the decisions and consequences that they make 	<ul style="list-style-type: none"> Students develop their empathy and understanding of British history, including social justice, capitalism, socialism and policy reform. Students consider the impact of the World Wars on British society and writers of the time. 	<p>More able students can access advanced GCSE and A-Level terminology and concepts, e.g. microcosm and apply them accurately to the play.</p> <p>SEND students are supported via teacher differentiation, questioning and TA support if applicable and at a level appropriate to their ability.</p>	<ul style="list-style-type: none"> Recall activities begin each lesson Formative assessment halfway through the half term (answer 1 question from a choice of 2) Summative assessment dependent upon Year 11 Trial exam schedule.

		and how contextual factors have changed from the early 1900s to present day.			
Year 11 English Language Paper 2: Non-Fiction and Transactional Writing	45	<ul style="list-style-type: none"> Students will closely analyse the use of language, form and structure by different writers across a range of non-fiction texts. Students will evaluate how successfully writers have achieved their goals and compare similarities and differences between texts. Students will increase their writing skills by creating a range of their own transactional pieces of writing, for different audiences and purposes. Speaking and Listening – students will complete some research on a topic of their choosing and present that discussion in lesson as part of their GCSE English Language spoken language component. 	<ul style="list-style-type: none"> Students develop their knowledge of the ‘real world’, how English can be applied in different form and for different purposes in the world of work. Students may research their own area of interest which could consider social justice, the law, etc. 	<p>More able students can base their research on any non-fiction texts on current affairs. They will be directed towards suitable sources of news.</p> <p>SEND students are supported via teacher differentiation, questioning and TA support if applicable and at a level appropriate to their ability.</p>	<ul style="list-style-type: none"> Recall activities begin each lesson Formative assessment halfway through the half term (Transactional Writing) Formative Assessment at the end of Autumn Term 1 (Q7a and 7b/comparison) Summative assessment during Trial 1 (Full Language Paper 2)
Year 11 English Literature Paper 1: ‘Macbeth’	45	<ul style="list-style-type: none"> Students will closely analyse language, form and structure from a selected Shakespearean play (Macbeth). Students will increase their writing and analysing skills in relation to analytical/technical vocabulary, writing expression and spellings associated with Shakespearean writing. Students will consider the effect on different readers/audiences. Students will have opportunities for discussions and debate about the emotional struggles of the characters and their opinions. Students will consider how life has changed since the 1500/1600s and the influence of these contexts on plot and character. 	<ul style="list-style-type: none"> Students develop their empathy and understanding of British history, including the monarchy, Shakespeare’s relevance in society and feudal systems of law. Students develop their understanding of supernatural beliefs and superstitions and its conflict with religion during the 1600s. 	<p>More able students will develop their analytical approach to context and be encouraged to research the play’s reception.</p> <p>SEND students are supported via teacher differentiation, questioning and TA support if applicable and at a level appropriate to their ability.</p>	<ul style="list-style-type: none"> Recall activities begin each lesson Formative assessment halfway through the half term (Question A) Formative Assessment at the end of the half term (Question B) Summative assessment during Trial 2 (Full Literature Paper 1).

		<ul style="list-style-type: none">• Students will consider the importance and effect of theme and character within the play.			
--	--	--	--	--	--