	Year:	10	Subject:	English	Autumn 1		Autumn 2		Spring 1	
Intent	**Subject Concepts (Substantive knowledge)**			**• Generating a range of relevant ideas**	Oracy activities around themes including inequality, immigration, home and identity, securing conceptual thinking skills from Years 7-9	Prior Knowledge: • To be able to plan a multi-point response in specific detail • To know how to comment on structure, form and language Takeaway Learning: • Knowledge of at least the majority of Worlds and Lives poems • To understand how to interpret a poem's range of meanings and messages	Oracy activities around *A Christmas Carol*, aimed at consolidating ideas about the Victorians learned in Y9 Terms 1 and 4; also make thematic and contextual links to *An Inspector Calls*; weekly themed approach to study of text	Prior Knowledge: • To be able to plan a multi-point response in specific detail • To be able to engage with ideas about characters and their motivations Takeaway Learning: • To understand the numerous motivations of main characters including Scrooge, Fred, Bob, the ghosts • To understand how to write, as well as think, critically about ideas		Prior Knowledge: • • Takeaway Learning: • •
				• Knowledge of whole text	Exploring common themes and various representations of worlds and lives, consolidating anthology learning from Years 8 and 9 Term 2 Weekly non-fiction reading homework	Prior Knowledge: • Understand different interpretations of what is meant by 'identity' • Track speaker's attitudes throughout text Takeaway Learning: • To understand how the Worlds and Lives poems can be categorised by theme • To be able to interrelate poems based on content	Active reading of *A Christmas Carol*, securing note-taking skills from Years 7-9 Weekly non-fiction reading homework	Prior Knowledge: • Understand narrative sequencing • Relate narrative events to their consequences • Track character change through text Takeaway Learning: • Clear understanding of the book's main events, including each of the ghosts' visits and the events preceding and succeeding them • Recollection of roles of all characters	Weekly non-fiction reading homework	Prior Knowledge: • • Takeaway Learning: • •
				• Judicious Selection of References	Building on Year 9 Terms 2 and 4, teacher-led annotation of poems to secure students' ability to choose evidence judiciously	Prior Knowledge: • Understand how to select useful quotations Takeaway Learning: • To understand the features of a useful quotation • To understand a range of literary devices	Continue to secure analytical processes embedded in Year 9 through modelling, including quotation selection methods and awareness of their wider contexts	Prior Knowledge: • Understand how to select useful quotations to support an opinion Takeaway Learning: • Understand how to select useful quotations with potential for developed analysis		Prior Knowledge: • Takeaway Learning: •
				• Understanding of Author's Methods	Securing students' ability to write method-focused comparisons, developing Year 9 Terms 2 and 5	Prior Knowledge: • To understand how to identify techniques used and their effects • Understanding some techniques used specifically in Poetry Takeaway Learning: • To know examples of imagery, structure and language devices • To understand the potential effects of above devices	Modelling of analysis in preparation for assessment, including securing subject-specific terminology from Years 7-9	Prior Knowledge: • To understand how to identify techniques used and their effects • Understanding of some techniques used in the novel Takeaway Learning: • Confident use of subject terminology, including dramatic and structural terminology, in own analytical writing		Prior Knowledge: • Takeaway Learning: •
				• Developing Explanations	Introducing Star Analysis learning; modelling essay structure including revisiting and consolidating teaching of introductions and text-level cohesion	Prior Knowledge: • Understand how to use Star Analysis to aid personal expression and structuring of opinions Takeaway Learning: • To understand how to write a sophisticated analytical paragraph • To understand the central role of explanation as the cornerstone of analysis	Consolidating Star Analysis learning; modelling essay structure including consolidating and embedding introductions and text-level cohesion	Prior Knowledge: • Understand how to use Star Analysis to aid personal expression and structuring of opinions Takeaway Learning: • Understand how to craft critical explanations that build on previous points		Prior Knowledge: • Takeaway Learning: • •

	Description	Prior Knowledge / Takeaway	Description	Prior Knowledge / Takeaway	Description	Prior Knowledge / Takeaway
• Linking Ideas Together	Making use of notes and annotations to draw intertextual links; securing knowledge of planning techniques from Years 8 and 9	Prior Knowledge: • Understanding how to plan for comparative analyses • To be able to make links between attitudes expressed in different texts Takeaway Learning: • To be able to use a range of connectives fluently • To understand how the content of the Worlds and Lives poems enables intertextual links	Making use of recorded quotations and notes to draw intratextual links; modelling and securing of planning techniques from Years 7-9	Prior Knowledge: • Understand what textual links are and be able to cite some examples • Understand some different planning approaches Takeaway Learning: • To be able to identify intratextual links • Understand and be confident using the planning approach most effective for self		Prior Knowledge: • • Takeaway Learning: • •
• Understanding of Context	Exploring contexts including Romanticism, pre and post-war literature, internationalism, mental health, drawing on contexts explored in Year 9	Prior Knowledge: • Year 7-9 learning around Victorian literature • Year 8 Term 1 and Year 9 Term 2 learning about immigration and cultures Takeaway Learning: • Understanding of thematic and contextual differences between pre and post war texts • Understanding different aspects of culture and identity	Contextual learning around 19th Century living conditions, Industrial Revolution, attitudes to the poor, consolidating Year 9 Terms 1 and 3 learning of Gothic fiction and Term 5 learning of Victorian festivities	Prior Knowledge: • Knowledge of Gothic Fiction tropes and themes • Knowledge of 19th Century festivals from Y9 Takeaway Learning: • Understand contextual concepts including 19th Century living conditions, Industrial Revolution, attitudes to the poor • Consolidated understanding of Gothic Fiction tropes and themes • Understanding of some of Dickens' influences and life		Prior Knowledge: • • Takeaway Learning: • •
• Comparing Texts	Securing comparison techniques learned in Years 8 and 9; connections made between different Worlds and Lives poems	Prior Knowledge: • Understanding how to use Star Analysis to structure comparisons Takeaway Learning: • To understand how to use connectives to draw comparisons • To know how to identify and evaluate similarities and differences between the poems		Prior Knowledge: • • • Takeaway Learning: • •		Prior Knowledge: • • Takeaway Learning: • •

• Fic Written Content		Prior Knowledge:
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		  •
		
		Takeaway Learning:
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		  •
			Creative writing activities based around A Christmas Carol, securing understanding of fiction writing from Years 7-8	Prior Knowledge:
				• To know the concepts of atavism, liminality and the sublime and how they can enhance Gothic fiction
				• Developed understanding of how to craft archetypal characters in own writing
				
				Takeaway Learning:
				• To be able to use Gothic tropes to craft an appropriate atmosphere in writing
				• To be able to apply knowledge of archetypal characters to the studied character of Scrooge
					Oracy and creative opportunities around description, revisiting themes of worlds and lives from Term 2	Prior Knowledge:
						• To understand that conflict is a necessary component of narrative
						• To understand the difference between description and story
						
						Takeaway Learning:
						• To be able to use a range of language features in written descriptions
						• To be able to use imagery effectively in descriptive writing

• Fic Written Organisation		Prior Knowledge: • • • 	Creative writing activities based around A Christmas Carol, securing learning of archetypal characters from Years 8-9	Prior Knowledge: • To understand how action, thought and description are balanced in descriptive writing • To know how to present a narrator's thoughts	Consolidating understanding of written structures from Years 7-9	Prior Knowledge: • To understand that structure affects texts at a sentence, paragraph and whole text level • To understand how stories are sequenced

			Takeaway Learning: • • •		Takeaway Learning: • To be able to craft narratives that are appropriately detailed and paced to engage the reader • To consolidate ability to present characters' thoughts in the third person		Takeaway Learning: • To be able to use a range of structural features in fiction writing • To understand how to start and end a piece of fiction writing effectively
	• Fic Written SPAG		Prior Knowledge: • • •	Creative writing activities based around A Christmas Carol; weekly spelling focus; secure word and sentence level understanding from Years 7-9	Prior Knowledge: • To know the roles of different sentence types in descriptive writing • To be able to write different sentence types for effect	Continuation of weekly spelling focus; word and sentence-level activities to build on Years 7-9 and Year 10 Term 2 learning	Prior Knowledge: • To understand what tenses are and how they are formed • To know the functions of a range of different punctuation marks
			Takeaway Learning: • • •		Takeaway Learning: • To be able to select and use sentence types for effect in narrative writing		Takeaway Learning: • To be able to write in a suitable and consistent tense • To be able to use a range of punctuation marks
	• Non-fic Written Content		Prior Knowledge: • • •		Prior Knowledge: • • •	Securing rhetorical devices and techniques from Years 7-9	Prior Knowledge: • Understand how to apply rhetorical devices for effect in a range of contexts
			Takeaway Learning: • • •		Takeaway Learning: • • •		Takeaway Learning: • To be able to use a range of language features in rhetorical writing • To be able to use imagery effectively in rhetorical writing
	• Non-fic Written Organisation		Prior Knowledge: • • •		Prior Knowledge: • • •	Securing learning from Year 9 Terms 3 and 5, exploring ways to structure writing with a focus on persuasion, argument and engagement	Prior Knowledge: • To understand the role of connectives in rhetorical texts To understand the importance of opening and closing paragraphs
			Takeaway Learning: • • •		Takeaway Learning: • • •		Takeaway Learning: • To be able to use a range of structural features in persuasive writing • To understand how to start and end a piece of persuasive writing effectively
	• Non-fic Written SPAG		Prior Knowledge: • • •		Prior Knowledge: • • •	Continuation of weekly spelling focus; word and sentence-level activities to secure KS2 knowledge and Year 7-9 learning	Prior Knowledge: • To understand what tenses are and how they are formed • To know the functions of a range of different punctuation marks
			Takeaway Learning: • • •		Takeaway Learning: • • •		Takeaway Learning: • To be able to write in a suitable and consistent tense • To be able to use a range of punctuation marks
Disciplinary Knowledge			• How do we make use of contextual understanding in poetry analysis? • How can bring what we know about modern society to our study of *Worlds and Lives*?		• How do we craft a narrative that makes use of our prior knowledge of Gothic tropes? • How do we write to engage and affect our audience?		• How can we use our understanding of worlds and lives in our own writing? • How can we make balanced use of description, action and thought in our descriptive writing?

			• How can we spot opportunities to compare the currently studied poem to others in the anthology? • How do we structure comparative analysis? • How do we plan, monitor and evaluate our learning? • How do we use classroom resources independently?	• How do we bring our knowledge of Victorian contexts into our analytical writing? • How can we track events in a long and complex narrative? • How can we demonstrate our understanding of different themes in our analytical writing? • How do we structure analysis? • How do we plan, monitor and evaluate our learning? • How do we use classroom resources independently?	• How can we use 'show, don't tell' to create interesting descriptions? • How can we avoid cliché? • How can we use language to influence our audience's response to our writing? • How can we articulate our own opinions in writing? • How can we use language techniques, including previously learnt features, to promote or exaggerate our own views? • How can we use Aristotle's rhetorical structure when planning our own arguments? • How do we plan, monitor and evaluate our learning?
Implementation	**Common Misconceptions**		• In comparative analyses, students sometimes draw unclear or arbitrary comparisons. They should understand that the clarity of justification for comparison is as important as the analysis itself, and be prepared to use a range of connectives to create a 'golden thread' or through-line • Students tend not to use enough language/form/structure terminology. They need to be clear that this is an essential part of moving beyond GCSE Grade 3.	• In their analyses, students should prioritise the use of prose fiction-related disciplinary vocabulary i.e. character arc, pathetic fallacy above word classification vocabulary i.e. noun, adjective • Students should plan opportunities to act upon prior learning before they start their fiction writing – too often students produce low-level pastiches of 'spooky' narratives without considering development of atmosphere/tension/character	• In descriptive writing, students tend to impose themselves into a first-person description that can become plot-based. Encourage use of the third-person omniscient narrator in purely descriptive writing • In descriptive writing, many students struggle to think of things to describe. Encourage them to 'expand the frame' of the stimulus image, filling the gaps using their own past experiences of people, places and different times
	Enabling or Adapting the Curriculum	**SEND Students**	• Teachers to read aloud to students • Knowledge organisers for tracking concepts across texts • Simplified Star Analysis laminates available • Visuals from popular culture to help students to associate with abstract and unfamiliar concepts • Clear, written instructions on display • Use of Frayer model / PiXL Unlock to help students to organise ideas • Provision of vocabulary lists and use of SEEC model (select, explain, explore, consolidate) • Sentence openers for analysis and comparison	• Teachers to read aloud to students • Knowledge organisers for consolidating understanding of complex narrative • Simplified Star Analysis laminates available • Visuals from popular culture to help students to associate with abstract concepts • Clear, written instructions on display • Use of Frayer model / PiXL Unlock to help students to organise ideas • Provision of vocabulary lists and use of SEEC model (select, explain, explore, consolidate) • Metacognition laminates available to aid students in their planning, monitoring and evaluating • Sentence openers for analysis and fiction writing	• PLC Strand laminates for creative writing • Visuals from popular culture to help students to associate with abstract concepts • Clear, written instructions on display • Use of Frayer model / PiXL Unlock to help students to organise ideas • Provision of vocabulary lists and use of SEEC model (select, explain, explore, consolidate) • Writing frames and templates available, targeted to MLD students • Metacognition laminates available to aid students in their planning, monitoring and evaluating
		Disadvantaged Students	• Audiovisual resources to make learning accessible for those with lower cultural literacy • References to prior knowledge in terms of themes of identity, culture and migration – cultural capital	• Audiovisual resources to make learning accessible for those with lower cultural literacy • References to prior knowledge in terms of Victorian contexts – cultural capital • Discussions about what we know of the Gothic, poverty and social structures from prior knowledge and popular culture	• Audiovisual resources to make learning accessible for those with lower cultural literacy • References to prior knowledge in terms of structuring narratives – cultural capital • References to film in teaching descriptive focus caters for students with lower literacy / reading ages
		More Able Students	•	•	•
	Literacy/Numeracy Skills	**VOCABULARY**	• Poetry • Identity • Migration	• Prose fiction • Inequality • The Poor Law	• Description • Structure • Narrative perspective

			• Culture • Inequality • Environment • Comparison • Planning • Poetic techniques	• Religion • Pity • Fear • Charity • Rebirth • Regret • Analysis • Sentence types • Language techniques	• Focus • Time • Cliché • Language features • Rhetoric • Planning	
		Reading:	• Reading of a selection of *Worlds and Lives* poems • Reading of associated texts i.e. newspaper articles, speeches	• Reading of *A Christmas Carol* • Reading of associated texts i.e. non-fiction texts by contemporary authors i.e. Gaskill	• Reading of descriptive extracts from fiction including extracts from *Dracula, IT* and other texts • Reading of non-fiction sources including political speeches and opinion articles	
		Writing:	• Annotation activities providing opportunity for guided and independent annotation • Checkpoint and main assessments as below	• Possible note-taking activities around supplementary videos • Checkpoint and main assessments as below	• Composing descriptive writing • Planning and composing arguments • Assessments as below	
		Oracy:	• Discussion of the notion of home and identity • Discussion of potential links between anthology poems • Discussing effects of poetry on the audience	• Discussion of notions of inequality now and in the 19th Century • Discussions about the nature of Christmas and what it still has to teach us • Suggested discussion about the effects of narrative technique	• Discussion of approaches to description of familiar environments • Discussion of topics including gender equality	
		NUMERACY	• Discussion of rhythm including metrical feet, stanza length, line length etc • Discussions around time, including naming of centuries	• Discussions around time, including naming of centuries	• Identifying and creating statistics to reinforce argument	
	Digital Strategy		• Teacher iPads to screen mirror, modelling work and annotating scripts	• Teacher iPads to screen mirror, modelling work and annotating scripts	• Teacher iPads to screen mirror, modelling work and annotating scripts	
	Home Learning		•	•	•	
Impact	**Composite Assessment**		Date:	Week 2 Week 5	Content:	Checkpoint Assessment: Comparison practice Main Assessment: Sustained comparative analysis

Impact	**Composite Assessment**	Date:	Week 1 Week 7	Content:	Assessment 1: Gap-filling narrative exercise Assessment 2: Scrooge as outsider	Date:	Week 3 Week 6	Content:	Checkpoint assessment: Descriptive Writing Main Assessment: Argument Writing