Year:	10	Subject:	English	Spring 2		Summer 1		Summer 2	

Intent

Subject Concepts (Substantive knowledge)									
• Generating a range of relevant ideas			Oracy activities around themes including identity, home, immigration and the environment, securing conceptual thinking skills from Years 7-9 and revisiting learning from Term 1; focus on independent analysis in preparation for unseen element	Prior Knowledge: • Understanding how to generate responses to texts individually or in paired or group work • Understanding the importance of a range of ideas Takeaway Learning: • To be able to plan a multi-point response in specific detail • To develop strategies for first responses to poetry	Oracy activities to focus on writers' attitudes and perspectives in a series of extracts from the 19th and 20th Centuries, securing knowledge from Years 7-9	Prior Knowledge: • To be able to plan a multi-point response in specific detail • To understand how language is used to create different effects Takeaway Learning: • To develop strategies for first responses to unseen non-fiction texts • To understand how to identify differences between texts and authors' attitudes	Oracy activities around *Macbeth*, aimed at conceptualising and drawing upon learning from Year 7 and Year 9 Term 4	Prior Knowledge: • To be able to plan a multi-point response in specific detail • To understand the numerous motivations of main characters including Macbeth, Lady Macbeth, Banquo and the witches Takeaway Learning: • To be able to think critically about own ideas and question them • To be able to generate multiple comments on secondary characters: Duncan, Malcolm, Macduff
• Knowledge of whole text			Exploring and consolidating common themes and various representations of worlds and lives, consolidating anthology learning from Years 8-9 and Term 1 Weekly non-fiction reading homework	Prior Knowledge: • The role of conflict in any narrative • Understand how to identify themes in a poetry text Takeaway Learning: • Understanding how to develop an evidence-based response to unseen poetry • Understand how to read non-fiction sources critically	Oracy and modelled activities around structure of shorter texts and extracts, securing learning from Years 7-9 Weekly non-fiction reading homework	Prior Knowledge: • Understand how to read non-fiction sources critically • Understand some of the conventions of 19th Century prose Takeaway Learning: • Understand how to offer an overview of a non-fiction text and the views expressed therein	Reading and discussion of play excerpts, consolidating learning of Shakespearean Tragedy from Year 9 Term 4 Weekly non-fiction reading homework	Prior Knowledge: • Clear understanding of the Tragic plot as seen in *Romeo and Juliet* • Recollection of major roles in *Macbeth* from Year 7 term 4 Takeaway Learning: • Understanding of how play's main events are caused by, and effect, events preceding and succeeding them • Understanding of some of the play's major scenes (1:5 – Lady Macbeth's introduction and 3:4 – the banquet scene)
• Judicious Selection of References			Building on Year 9 and Term 1, teacher-led annotation of poems to secure students' ability to choose evidence judiciously; focus on independent analysis in preparation for unseen element	Prior Knowledge: • Understand how to select useful quotations with potential for developed analysis Takeaway Learning: • Identify thematic or methodological links between different quotations	Securing Prior Knowledge: modelling of finding comparable quotations across texts	Prior Knowledge: • Understand how to select useful quotations with potential for developed analysis Takeaway Learning: • Select quotations from contrasting texts to illustrate contrasting attitudes	Teacher-led annotation of excerpts and modelling to enable students to choose evidence judiciously; extracts chosen to illustrate development of narrative	Prior Knowledge: • Understand how to select useful quotations with potential for developed analysis Takeaway Learning: • Select quotations relevant to specified themes • Select quotations that interrelate and illuminate interpretation of each other
• Understanding of Author's Methods			Securing students' ability to write method-focused comparisons, developing Year 9 and Term 1 learning; focus on independent analysis in preparation for unseen element	Prior Knowledge: • Understand what is meant by Language, Structure and Form • Understand definitions of a selection of terms covering Language, Structure and Form Takeaway Learning: • Integrate subject terminology confidently into independent analyses	Building on Year 7-9 learning, securing ability to construct method-focussed comparisons between texts	Prior Knowledge: • Understand definitions of a selection of terms covering Language, Form and Structure Takeaway Learning: • Identify common uses of authors' methods across two non-fiction texts • Apply terminology to non-fiction texts	Revisiting notions of tragedy from Years 7 and 9, as well as learning around the Elizabethan stage from Year 8; oracy activities around Shakespeare's presentation of tragedy to consolidate understanding from Year 9	Prior Knowledge: • Integrate subject terminology confidently into independent analyses • Understanding of Drama and structural terminology including dramatic irony, foreshadowing, exposition Takeaway Learning: • Understanding of terms relating to tragedy: hubris, hamartia, peripeteia, anagnorisis, nemesis

				• Apply terminology to unseen poetry			
• Developing Explanations	Consolidating Star Analysis learning; modelling essay structure including revisiting and consolidating teaching of introductions and text-level cohesion; focus on independent analysis in preparation for unseen element	**Prior Knowledge:** • Understanding how to construct a Star Analysis paragraph confidently • Understand how to craft an introduction to a poetry essay **Takeaway Learning:** • Understand how to create a response with a conceptual through line • Understand how to adapt Star Analysis to create more organic responses	Embedding Star Analysis learning; modelling sophisticated development of ideas	**Prior Knowledge:** • Understanding how to construct a Star Analysis paragraph confidently • Understand how to craft a developed comparison **Takeaway Learning:** • Understand how to adapt Star Analysis to create more organic responses that include comparison	Embedding Star Analysis learning; modelling essay structure including revisiting and consolidating teaching of introductions and text-level cohesion; modelling sophisticated development of ideas	**Prior Knowledge:** • Understand how to adapt Star Analysis to create more organic responses that include comparison **Takeaway Learning:** • Understand how to integrate critical tone into explanations by questioning own interpretation
• Linking Ideas Together	Making use of notes and annotations to draw intertextual links; securing knowledge of planning techniques from Years 8-9 and Terms 1-2; focus on independent analysis in preparation for unseen element	**Prior Knowledge:** • Understand the importance of intertextual links • Understand the planning approach most effective for self **Takeaway Learning:** • To be able to link ideas in seen and unseen texts independently • To be able to identify intertextual links	Making use of notes and annotations to draw intertextual links; embedding of planning techniques from Years 7-9	**Prior Knowledge:** • To be able to identify intertextual links • To be able to link ideas in non-fiction texts independently **Takeaway Learning:** • To be able to plan a comparative response within a time constraint • To be able to articulate links between texts in writing, using comparative techniques	Exploration of links within play, embedding tragic tropes and conventions taught in Year 9	**Prior Knowledge:** • Understand the importance of textual links • Understand the planning approach most effective for self **Takeaway Learning:** • To be able to plan a excerpt-based question response within a time limit • To be able to articulate links within the play in writing, using comparative techniques
• Understanding of Context	Exploring contexts including Romanticism, pre and post-war literature, internationalism, identity, drawing on contexts explored in Year 9 and Term 1	**Prior Knowledge:** • To understand what Romanticism is • To understand some of the differences between pre- and post-war literature **Takeaway Learning:** • To understand how key moments in history have influenced literature and individual poets' work • To apply learned contexts to unseen poetry	Exploring the Victorian context; possible extension of Terms 1, 2 and 4 and embedding of contexts learned in Year 9	**Prior Knowledge:** • A selection of Victorian contexts, including education, governance, poverty and entertainment **Takeaway Learning:** • To apply learned contexts to non-fiction prose	Consolidating Year 9 learning around Tragedy, while introducing contexts including equivocation, Jacobean religious schisms and medicine – also consolidating Year 8 term 5 learning	**Prior Knowledge:** • Understand contextual concepts around Tragic plots and characters • Understanding of some of Shakespeare's influences and life **Takeaway Learning:** • To apply learned contexts of equivocation, Jacobean religious schisms and medicine to analytical responses
• Comparing Texts	Securing comparison techniques learned in Years 8-9 and Term 2; connections made between different *Worlds and Lives* poems; focus on independent analysis in preparation for unseen element	**Prior Knowledge:** • To understand effective ways to compare, including comparative connectives • To understand some connections between Power and Conflict poems **Takeaway Learning:** • To have a deeper understanding of the ways Power and Conflict poems interrelate • To be able to compare unseen texts	Embedding Years 7-9 learning of comparison techniques; connections made between different extracts	**Prior Knowledge:** • To understand effective ways to compare, including comparative connectives **Takeaway Learning:** • To have a deeper understanding of the ways attitudes in non-fiction prose texts interrelate • To be able to compare non-fiction texts		**Prior Knowledge:** • • **Takeaway Learning:** • •
• Fic Written Content		**Prior Knowledge:** • • **Takeaway Learning:** • •		**Prior Knowledge:** • • **Takeaway Learning:** • •		**Prior Knowledge:** • • **Takeaway Learning:** • •

				Prior Knowledge: • • • Takeaway Learning: • • •				Prior Knowledge: • • • Takeaway Learning: • • •		Prior Knowledge: • • • Takeaway Learning: • • •
• Fic Written Organisation				Prior Knowledge: • • • Takeaway Learning: • • •				Prior Knowledge: • • • Takeaway Learning: • • •		Prior Knowledge: • • • Takeaway Learning: • • •
• Fic Written SPAG				Prior Knowledge: • • • Takeaway Learning: • • •				Prior Knowledge: • • • Takeaway Learning: • • •		Prior Knowledge: • • • Takeaway Learning: • • •
• Non-fic Written Content				Prior Knowledge: • • • Takeaway Learning: • •	Teaching of rhetorical devices to inform and entertain; consolidating rhetorical devices to argue from Year 9 and Term 3	Prior Knowledge: • Understanding of selection of devices to persuade Takeaway Learning: • Understanding of devices to inform, including auxiliary and modal verbs, use of facts and statistics • Understanding of devices to entertain, including irony, hyperbole		Prior Knowledge: • • • Takeaway Learning: • • •		
• Non-fic Written Organisation				Prior Knowledge: • • • Takeaway Learning: • • •	Revisiting and securing Term 3, exploring ways to structure writing	Prior Knowledge: • How to structure a piece of non-fiction prose, including introduction and conclusion Takeaway Learning: • How Introductions and conclusions interrelate to enhance whole-text coherence		Prior Knowledge: • • • Takeaway Learning: • • •		
Non-fic Written SPAG				Prior Knowledge: • • • Takeaway Learning: • • •	Continuation of weekly spelling focus; word and sentence-level activities to reinforce KS2 knowledge and Year 7-9 learning	Prior Knowledge: • Understanding of a range of punctuation, including colons and semicolons • Understanding of how to write in different tenses Takeaway Learning: • Confidence using the complete range of punctuation • Confidence using tenses accurately		Prior Knowledge: • • • Takeaway Learning: • • •		

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 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 can we prepare ourselves to analyse unseen poetry?		• How can we track a developing argument in a non-fiction text? • How can we compare 21st Century and 19th Century contexts? • How can we select useful quotations for analysis? • How can we articulate how a text is supposed to affect its audience? • How do we structure an analysis? • How can we use rhetorical devices in our own non-fiction writing? • How can we use our strong opinions to benefit our writing? • How can we quickly plan to compare two non-fiction texts?		• How can we use the film version of *Macbeth* to develop our understanding of stagecraft? • How can we use our awareness of Jacobean contexts in our analyses? • How can we relate extracts to their place in the wider narrative? • How can we use our prior knowledge of Tragic structure? • How do we use drama terminology in our analyses? • How can we select useful quotations for analysis? • How do we structure an analysis? • How do we plan, monitor and evaluate our learning?		

			How can we link themes from different poems to the structure, form and language used to express them?	How do we plan, monitor and evaluate our learning?	
Implementation	**Common Misconceptions**		• In their analyses, students should prioritise the use of poetic disciplinary vocabulary (i.e. enjambment/rhyme) above word classification vocabulary i.e. noun, adjective • Students should avoid arbitrary or random comparisons, instead planning to write about common themes or methods that operate in similar or different ways in different texts.	• In the writing assessment, students should be encouraged to consider the emotions they want to evince in their audience, and use this to guide planning • In their analyses, students should take care to select quotations from each source that illuminate each other, rather than selecting discrete, or even arbitrary, quotations and attempting comparison.	• In their analyses, students should prioritise the use of dramatic disciplinary vocabulary and Jacobean contexts (i.e. foreshadowing/equivocation) above word classification vocabulary i.e. noun, adjective • In their analyses, students should be able to demonstrate an understanding of the text beyond the extract by including links to plot points in the wider play
	Enabling or Adapting the Curriculum	**SEND Students**	• Teachers to read aloud to students • Knowledge organisers for tracking concepts in a selection of poems • Possible frameworks for approaching unseen texts • Simplified Star Analysis laminates available • Visuals from popular culture to help students to associate with abstract concepts • Reference to resources and learning from Year 8 and 9 Term 2 and Year 10 Term 1 to contextualise new learning • 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)	• 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 • Emotions Grid laminate to identify intended reader responses and authorial attitudes • Use of Metacognitive laminate to help students identify areas for development in their own learning	• Teachers to use film version with students, supporting their reading at the same time • Teachers to read aloud to and with students • Knowledge organisers for tracking concepts in longer text • Simplified Star Analysis laminates available • Visuals from popular culture and historical archives 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) • Use of Metacognitive laminate to help students identify areas for development in their own learning
		Disadvantaged Students	• Audiovisual resources to make learning accessible for those with lower cultural literacy, including film version of text • References to prior knowledge in terms of Structure, Form, Language and poetic themes – cultural capital	• Audiovisual resources to make learning accessible for those with lower cultural literacy • References to prior knowledge in terms of themes of chosen non-fiction texts - cultural capital	• Audiovisual resources to make learning accessible for those with lower cultural literacy, including film version of text • References to prior knowledge in terms of character archetypes and plots – cultural capital
		More Able Students	•	•	•
	Literacy/Numeracy Skills	**VOCABULARY**	• Poetry • Identity • Migration • Culture • Inequality • Environment • Form • Structure • Language • Comparison • Planning • Analysis • Poetic techniques	• Non-fiction • Opinion • Summary • Attitude • Audience • Comparison • Analysis • Planning • Rhetoric • Language features	• Tragedy • Hubris • Hamartia • Peripeteia • Anagnorisis • Witchcraft • Equivocation • Treason • Succession • Ambition • The Supernatural • Planning • Analysis

		Column A	Column B	Column C
	Reading:	• Reading of poems from *Worlds and Lives* • Possible use of articles and online reference sources to support learning	• Reading of extracts including *Return of Shackleton from the Weddell Sea, 127 Hours*, Dickens and Arthur Miller on the death penalty	• Reading of extracts from *Macbeth* • Possible reading of articles and online reference sites to illuminate social contexts
	Writing:	• Annotation activities providing opportunity for guided and independent annotation • Checkpoint and main assessments as below	• Careful annotation of extracts • Rhetorical writing– see checkpoint assessment • Star Analysis – see main assessment	• Possible note-taking on Jacobean contexts including witchcraft ad the Gunpowder Plot • Star Analysis – see assessments
	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 responses to unseen poems	• Discussion of themes arising in non-fiction articles: the death penalty, child labour, dangerous travel • Discussion of the change in opinions over time	• Discussion about concepts of Tragedy and mapping Macbeth's character onto the classical framework • Debate around the audience's sympathy for the characters of Macbeth and Lady Macbeth • Predictions about the plot of *Macbeth* • Conversations about power and corruption and their influence on modern society
	NUMERACY	• Discussio of rhythm including metrical feet, stanza length, line length etc • Discussions around time, including naming of centuries	• Thinking about timelines and the change in society over 150 years • Naming Centuries	• Understanding of time, the play's 11th Century setting and 17th Century publication • Understanding of common verse metre including iambic pentameter
Digital Strategy		• Teacher iPads to screen mirror, modelling work and annotating scripts • Use of Youtube for contextual videos	• Teacher iPads to screen mirror, modelling work and annotating scripts • Possible use of Youtube for supporting content on Shackleton, 127 Hours etc	• Teacher iPads to screen mirror, modelling work and annotating scripts • Use of Youtube for content on equivocation, Tragedy, the Great Chain of Being etc • Use of streaming services for showing of film
Home Learning		•	•	•

Impact	**Composite Assessment**										
		Date:	Week 1 Week 4	Content:	Checkpoint assessment: *Worlds and Lives* comparison Main assessment: *To a Daughter Leaving Home* – both questions	Date:	Week 2 Week 4	Content:	Assessment 1: Rhetorical writing Main assessment: *The Crossing* vs *Idle Days in Patagonia*	Date:	Week 2 Week 7	Content:	Checkpoint assessment: Act 1 Scene 7 relationship Main Assessment: Act 4 Scene 1 Macbeth's attitude