

## Jesmond Park Academy, English Long Term Plan

### Year 10 Topics

*In year 10 we teach the following modules over the course of the year. Each module draws on prior learning from KS3 and builds on understanding from the KS3 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4.*

Topic	Rationale	Knowledge Acquisition	Key Vocabulary	Core English Skills	Enrichment
(HT1 <b>Language Paper 1</b> )	Students will read a varied range of fiction extracts from the 20 <sup>th</sup> and 21 <sup>st</sup> centuries. Texts chosen will be engaging and challenging, chosen from a diverse range of authors to enthuse students and build reading stamina. Analysis will focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions. Students will develop their analytical writing skills to prepare them for the in depth study of their Literature texts later in the year. Students will also apply their knowledge of new vocabulary and grammatical constructions from the analysis of texts to create their own narrative and descriptive writing.	<ul style="list-style-type: none"> <li>● Exam technique for each question on GCSE English Language Paper 1.</li> <li>● How to analyse an unseen prose extract.</li> <li>● How to analyse texts for linguistic and structural features.</li> <li>● How to evaluate a text.</li> <li>● How to create varied narrative structures.</li> <li>● How to employ ambitious descriptive vocabulary and figurative language for effect.</li> </ul>	<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>● Cyclical structure</li> <li>● Narrative perspective</li> <li>● Pathetic fallacy</li> <li>● Semantic field</li> <li>● Non-linear narrative</li> <li>● En media res</li> <li>● Extended metaphor</li> <li>● Asyndetic list</li> <li>● Focus</li> <li>● Pathos</li> </ul> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>● Aberration</li> <li>● Callous</li> <li>● Demure</li> <li>● Salacious</li> <li>● Furtive</li> <li>● Insatiable</li> <li>● Acrimonious</li> <li>● Tremulous</li> <li>● Intrepid</li> <li>● Morose</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and interpret explicit and implicit information and ideas. (AO1)</li> <li>● Select and synthesise evidence from a text. (AO1)</li> <li>● Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. (AO2)</li> <li>● Explore how writers' ideas and perspectives are conveyed. (AO3)</li> <li>● Evaluate texts critically and support this with appropriate textual references. (AO4)</li> <li>● Communicate written ideas clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences. (AO5)</li> <li>● Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (AO5)</li> <li>● Writing must use a range of vocabulary and sentence structures for clarity, purpose and effect (AO6)</li> <li>● Spelling and punctuation should be accurate and varied throughout for</li> </ul>	

				intended effect (A06)	
<p>(HT2)</p> <p><b>Power &amp; Conflict Poetry: Power poems (5 weeks)</b></p> <p><i>Ozymandias, London, The Prelude, My Last Duchess, Exposure, Storm on the Island</i></p> <p>&amp;</p> <p><b>An introduction to 'Macbeth' (2 weeks)</b></p>	<p>Having developed skills of unseen analysis last half term, students will then develop and apply this by looking at a selection of poems linked by the theme of power. Students will develop their understanding of poetic form and techniques and will make thematic comparisons across a selection of poems. Students will explore the abuse of power and how it can corrupt which will support their understanding of the play 'Macbeth'.</p>	<ul style="list-style-type: none"> <li>● Knowledge of poetic form.</li> <li>● How to make thematic and conceptual links across two poems.</li> <li>● Knowledge of key poetic terminology.</li> <li>● Knowledge of relevant context for each poem.</li> </ul>	<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>● Motif</li> <li>● Juxtaposition</li> <li>● Non-linear narrative</li> <li>● Cyclical narrative</li> <li>● Oxymoron</li> <li>● Enjambment</li> <li>● Caesura</li> <li>● Colloquialism</li> <li>● Volta</li> <li>● Sibilance</li> <li>● Allegory</li> </ul> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>● Visage</li> <li>● Poignant</li> <li>● Nonchalance</li> <li>● Wizen</li> <li>● Dispel</li> <li>● Impassively</li> <li>● Incessantly</li> <li>● Melancholy</li> <li>● Colossal</li> <li>● Merciless</li> </ul>	<ul style="list-style-type: none"> <li>● Identify poems which are comparable on theme / meaning / message (A01)</li> <li>● Select and recall appropriate text references to support ideas (A01)</li> <li>● Identify / discuss the similarities / differences between two poems by analysing poets use of language and structural devices. (A02)</li> <li>● Analyse, explain, comment on, compare and critique how poets use particular language devices and evaluate their effectiveness – how do they influence a reader? (A02)</li> <li>● Analyse, explain, comment on, compare and critique how poets use particular structural devices and evaluate their effectiveness – how do they influence a reader / poet's message (A02)</li> <li>● Identify / recall / use appropriate subject terminology when evaluating devices (A02)</li> <li>● Evaluate poets message explored in the poem and link to contextual knowledge (A03)</li> </ul>	
<p>(HT3)</p> <p><b>'Macbeth'</b></p>	<p>This year, students will broaden and deepen their understanding of Shakespeare's craft by studying the genre of tragedy through the close study of the play 'Macbeth'. Students will consider how some of the themes and elements of tragedy in 'Romeo and Juliet' are explored across the play 'Macbeth'. Close analysis of a character</p>	<ul style="list-style-type: none"> <li>● Shakespearean tragedy conventions centring around the idea of the tragic hero and hamartia.</li> <li>● Jacobean and 11th Century Scotland contexts - 'Divine Right', 'The Great Chain of Being', 'Witchcraft', 'The Gunpowder Plot', 'Patriarchy'</li> </ul>	<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>● Iambic pentameter</li> <li>● Tragic hero</li> <li>● Soliloquy</li> <li>● Blank verse</li> <li>● Foreshadowing</li> </ul>	<ul style="list-style-type: none"> <li>● Recall key aspects of the play / quotations to support / demonstrate holistic understanding of play (A01)</li> <li>● Explain, analyse, critique writer's use of method / technique, device (A02)</li> <li>● Analyse how writer intends to influence readers / audiences to achieve his desired effect (A02)</li> </ul>	

	<p>who abuses their power will also inform students' understanding of Scrooge in 'A Christmas Carol' next half term.</p>	<p>&amp; 'Religion'</p> <ul style="list-style-type: none"> <li>• Characterisation – how and why characters are presented in different ways.</li> <li>• Language analysis – close word level analysis of key scenes and specific devices used.</li> </ul>	<ul style="list-style-type: none"> <li>• Motif</li> <li>• Tragedy</li> <li>• Hamartia</li> <li>• Hubris</li> <li>• Catharsis</li> <li>• Transgressive</li> <li>• Jacobean era</li> <li>• Antagonist</li> </ul> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>• Duplicitous</li> <li>• Equivocate</li> <li>• Heinous</li> <li>• Malevolent</li> <li>• Mercurial</li> <li>• Regicide</li> <li>• Sceptical</li> <li>• Treachery</li> <li>• Usurp</li> <li>• Valour</li> </ul>	<ul style="list-style-type: none"> <li>• Explain, analyse, critique writer's use of structural features throughout the play and evaluate their intended effect (A02)</li> <li>• Use appropriate subject terminology when evaluating techniques / devices (A02)</li> <li>• Link analysis to contextual details surrounding the time period and author's wider intentions (A03)</li> </ul>	
<p>(HT4) <b>'A Christmas Carol'</b></p>	<p>Students will be able to use their prior knowledge of Victorian context and the work of Dickens at KS3 to understand and critically evaluate 'ACC'. Links can be made to 'Macbeth' by considering key themes such as the abuse of power and elements of the supernatural. Students will be able to make an informed personal response to the text.</p>	<ul style="list-style-type: none"> <li>• How setting contributes to theme.</li> <li>• How language aids characterisation.</li> <li>• Omniscient narrator (the narrator as a character).</li> <li>• Structural devices – specific to the construct of a novella – narrative perspective.</li> <li>• Language analysis – close word level analysis of specific sections and devices used.</li> <li>• Victorian contextual ideas including: 'Poverty', 'The Industrial Revolution', 'The Workhouse', 'Capitalism'</li> </ul>	<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>• Omniscient narrator</li> <li>• Allusion</li> <li>• Allegory</li> <li>• Social criticism</li> <li>• Pathetic fallacy</li> <li>• Catharsis</li> <li>• Juxtaposition</li> <li>• Antithesis</li> <li>• Motif</li> <li>• Pathos</li> </ul> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>• Solitary</li> <li>• Misanthrope</li> <li>• Miser</li> </ul>	<ul style="list-style-type: none"> <li>• Recall key aspects of the novella / quotations to support / demonstrate holistic understanding of story (A01)</li> <li>• Explain, analyse, critique writer's use of method / technique, device (A02)</li> <li>• Analyse how writer intends to influence readers / audiences to achieve his desired effect (A02)</li> <li>• Explain, analyse, critique writer's use of structural features throughout the novella and evaluate the intended effect (A02)</li> <li>• Use appropriate subject terminology when evaluating techniques / devices (A02)</li> <li>• Link analysis to contextual details surrounding the time period and author's wider intentions (A03)</li> </ul>	

		<p>&amp; 'The Poor Law Amendment Act'.</p> <ul style="list-style-type: none"> <li>● Malthusian theory.</li> </ul>	<ul style="list-style-type: none"> <li>● Avarice</li> <li>● Benevolent</li> <li>● Implore</li> <li>● Destitute</li> <li>● Apparition</li> <li>● Redemption</li> <li>● Repent</li> <li>● Jovial</li> <li>● Philanthropy</li> </ul>		
<p>(HT5) Lang Paper 2</p>	<p>Students will now apply the reading skills they have developed over Y10 to compare the viewpoints and perspectives of two texts from different time periods. Students will study a range of non-fiction and literary non-fiction texts and will draw on their experience of analysing speeches in Year 9 and nonfiction material in Year 8. Paper 2 is the most challenging of the exams which is why students will build up towards this paper commencing at the end of Year 10.</p>	<ul style="list-style-type: none"> <li>● Exam technique for each question on GCSE English Language Paper 2.</li> <li>● How to analyse an unseen non fiction extract.</li> <li>● How to analyse non fiction texts for linguistic and structural features.</li> <li>● Development of how to infer meaning from a text.</li> <li>● Development of how to summarise a text.</li> <li>● Revision of purpose, audience and form.</li> <li>● How to create varied and effective arguments/persuasive pieces of writing.</li> </ul>	<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>● Counterargument</li> <li>● Persona</li> <li>● Anecdote</li> <li>● Opposition</li> <li>● Expository</li> <li>● Discourse markers</li> <li>● Climax</li> <li>● Emotive lexis</li> <li>● Hyperbole</li> <li>● Imperatives</li> <li>● Inclusive pronoun</li> <li>● Semantic field</li> </ul> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>● Unequivocal</li> <li>● Irreversible</li> <li>● Unprecedented</li> <li>● Astronomically</li> <li>● Decisively</li> <li>● Advocate</li> <li>● Regime</li> <li>● Brutality</li> <li>● Languish</li> <li>● Intolerable</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and interpret explicit and implicit information and ideas. (AO1)</li> <li>● Select and synthesise evidence from a text. (AO1)</li> <li>● Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. (AO2)</li> <li>● Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. (AO3)</li> <li>● Evaluate texts critically and support this with appropriate textual references. (AO4)</li> <li>● Communicate written ideas clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences. (AO5)</li> <li>● Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (AO5)</li> <li>● Writing must use a range of vocabulary and sentence structures for clarity, purpose and effect (AO6)</li> </ul>	

				<ul style="list-style-type: none"> <li>● Spelling and punctuation should be accurate and varied throughout for intended effect (A06)</li> </ul>	
<p>(HT6) <b>Literature Paper 1 Revision (3 weeks)</b></p> <p>&amp;</p> <p><b>Spoken Language Endorsement and return to writing (4 weeks)</b></p>	<p>In the run up to the mock exams students will revise all key content in this half term on rotation to ensure that vital content is secure and students have a solid understanding of the requirements of each exam and section.</p> <p>Having consolidated their knowledge and understanding of texts to persuade, present an argument and inform last half term, students will also apply this to the creation and performance of their own speech.</p> <p>This half term will also be used to consolidate writing skills further.</p>	<ul style="list-style-type: none"> <li>● Revision of prior knowledge and skills.</li> <li>● Knowledge of how to structure a presentation and present effectively to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>● perceptive</li> <li>● elaborate</li> <li>● rhetoric</li> <li>● legitimise</li> <li>● Predominantly</li> <li>● inevitable</li> <li>● humanitarian</li> <li>● profound</li> <li>● resilience</li> <li>● inclusive</li> </ul>	<ul style="list-style-type: none"> <li>● Recall key aspects of the novella /play and quotations to support / demonstrate holistic understanding of story (A01)</li> <li>● Explain, analyse, critique writer’s use of method / technique, device (A02)</li> <li>● Analyse how writer intends to influence readers / audiences to achieve his desired effect (A02)</li> <li>● Explain, analyse, critique writer’s use of structural features throughout the novella and evaluate the intended effect (A02)</li> <li>● Use appropriate subject terminology when evaluating techniques / devices (A02)</li> <li>● Link analysis to contextual details surrounding the time period and author’s wider intentions (A03)</li> </ul> <p><b><u>Spoken Language</u></b></p> <ul style="list-style-type: none"> <li>● Expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary.</li> <li>● Organises and structures his or her presentation using an effective range of strategies to engage the audience.</li> <li>● Achieves the purpose of his or her presentation.</li> <li>● Listens to questions / feedback, responds perceptively and if appropriate elaborates with further</li> </ul>	

				ideas and information.	
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