

# English Faculty

## YEAR 10 ENGLISH CURRICULUM MAP

2020-21



Term	NC Topics	NC Links	Assessment
AUTUMN TERM 1	<p><b>English Language</b> <b>Paper 1 Section B:</b> <b>Narrative writing</b></p> <p><b>Aims</b> - In this unit work, pupils will be learning how to write and structure a story. They will be learning the four part structure of setting, character, problem/symbolism (which can go in any order) and end.</p> <p>Students will be introduced to a silent film (The Clock Tower), plus a number of images to help inspire their writing.</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> <li>To learn to describe and explain a film based on what you see and not hear.</li> <li>To learn how to structure a description of the setting.</li> <li>To learn to apply the zoom structure when describing a character</li> <li>To learn how to use symbolism when describing a problem in a story.</li> <li>To be able to write an</li> </ol>	<p>1) Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> <li>➤ 1.1) Writing for a wide range of purposes and audiences, including:           <ol style="list-style-type: none"> <li>well-structured formal expository and narrative essays</li> <li>stories, scripts, poetry and other imaginative writing</li> </ol> </li> <li>➤ 1.3) Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form           <ol style="list-style-type: none"> <li>Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> </ol> </li> </ul> <p>2) Plan, draft, edit and proof-read through:</p> <ul style="list-style-type: none"> <li>➤ 2.1) Considering how their writing reflects the audiences and purposes for which it was intended</li> <li>➤ 2.2) Amending the vocabulary, grammar</li> </ul>	<p><b>Assessment</b></p> <p>To write a story based on a picture.</p> <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li><b>Written in past tense – was</b></li> <li><b>Written in third person – he, she, they</b></li> <li><b>Use of figurative language (similes, metaphors, personification, imagery covering senses)</b></li> <li><b>Use of repetition</b></li> <li><b>Use of Alliteration</b></li> <li><b>Use of Interesting verbs and adjectives</b></li> <li><b>Use of Impressive vocabulary</b></li> <li><b>Use of Correct spelling</b></li> <li><b>Use of A range of punctuation used correctly (.,!?:;)</b></li> <li><b>Use of Paragraphs</b></li> <li><b>Use of Different sentence structures e.g.</b></li> </ol> <p><b>Three adverbs:</b></p> <ol style="list-style-type: none"> <li><i>Calmly, quietly, gently, she sat down.</i></li> </ol> <p><b>Two adjectives:</b></p> <ol style="list-style-type: none"> <li><i>Stiff and wrinkled, the old lady's hands lay in her lap.</i></li> </ol> <p><b>Simon Cowell style:</b></p> <ol style="list-style-type: none"> <li><i>Did she ever think of her family, her friends, her husband? Yes. Did they think of her? No.</i></li> </ol> <p><b>Simile:</b></p> <ol style="list-style-type: none"> <li><i>Like aligned soldiers ready for battle, the sturdy concrete traffic bollards lined the edge of the pavement.</i></li> </ol> <p><b>ment criteria:</b></p> <p><b>What can I revise in preparation for this assessment?</b></p>

	<p>effective ending, using a circular structure</p> <p>6. To learn to plan a story based on the child and Vulture picture, using the four-part structure</p> <p>7. To learn to plan a story based on a picture of a refugee, using the four-part structure</p> <p>8. To learn to plan a story based on a picture of a couple in love, using the four-part structure</p> <p>9. To learn to plan a story based on the picture of the coronavirus cruise ship, using the four-part structure</p> <p>10. To learn to plan a story based on the picture from The Pursuit of Happiness, using the four-part structure</p> <p>11. To learn to plan a story using the four-part structure</p> <p>12. To learn to write a story using the four-part structure</p> <p>13. To apply my learning so far this half term to write a story.</p>	<p>and structure of their writing to improve its coherence and overall effectiveness</p> <p>2.3) Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.</p> <p>1) Speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> <li>➤ 1.1) Using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> </ul>	<p><b>Learn and practise what to include in each part of the 4 section story structure: SETTING/CHARACTER/PROBLEM/ENDING</b></p> <p><b><u>Setting</u></b></p> <ul style="list-style-type: none"> <li>• <u>Tells us who the character is</u></li> <li>• <u>Describes the weather</u></li> <li>• <u>Tells us what the character can see</u></li> <li>• <u>Ends with a teaser (Then...But...) that makes the reader want to find out more</u></li> </ul> <p><b><u>Character</u></b></p> <ul style="list-style-type: none"> <li>• <u>Describes the clothing</u></li> <li>• <u>Describes the body shape</u></li> <li>• <u>Describes the hair</u></li> <li>• <u>Describes the face shape</u></li> <li>• <u>Describes the skin / complexion</u></li> <li>• <u>Describes the mouth / lips / teeth</u></li> <li>• <u>Describes the eyes, but have them reveal the true feelings</u></li> </ul> <p><b><u>Problem/symbolism</u></b></p> <ol style="list-style-type: none"> <li>1. <u>A short linking paragraph – explaining a passing of time to the reader.</u></li> <li>2. <u>Use of symbolism</u></li> <li>3. <u>Discourse marker to show passing of time e.g. Three years ago things were very different. / Eventually, they reached the door.</u></li> <li>4. <u>Use of contrasts to show change</u></li> <li>5. <u>Bringing it back to the story/character</u></li> </ol> <p><b><u>Ending</u></b></p> <ol style="list-style-type: none"> <li>1. <u>Same focus as the first paragraph</u></li> <li>2. <u>Discourse marker to start the paragraph</u></li> <li>3. <u>Describes what is the same</u></li> <li>4. <u>A sentence to introduce the change</u></li> <li>5. <u>Describing what is different</u></li> <li>6. <u>Ending with a focus on how character's feelings have changed</u></li> </ol>
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<p><b>AUTUMN TERM 2</b></p>	<p><b><u>English Literature</u></b>  <b><u>Paper 2 Section B:</u></b>  <b><u>Love and Relationships</u></b>  <b><u>Poetry</u></b></p> <p><b>Aims</b> - This unit will explore poetry across British History, from the Romantic Era to modern day. The poems will be from the Love and Relationship Cluster of the AQA anthology and will allow pupils an opportunity to explore meaning, themes, language and structure within poems. This will be an opportunity for pupils to develop ‘unseen poetry’ skills as well as developing revision skills. The poems are taken from the KS4 syllabus, the</p>	<p><b><u>National Curriculum Links:</u></b></p> <p><b><u>Reading</u></b></p> <p>1.1a - English literature, both pre-1914 and contemporary, including poetry</p> <p>2.1 - Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</p> <p>2.2 - Making inferences and referring to evidence in the text</p> <p>2.3 - Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</p>	<p><b><u>Assessment:</u></b></p> <p><b>Comparison essay of 2 poems.</b></p> <p><b>One poem will be printed and you will be asked to compare how a theme or idea is presented by the poet in this poem, and another poem of your choice from the cluster, which links to the question focus.</b></p> <p><b><u>Assessment Criteria:</u></b></p> <ol style="list-style-type: none"> <li>1. Introduction that links to the question, summarises the poems and covers main points.</li> <li>2. Clear and different points at the start of each comparison paragraph that link to the question.</li> <li>3. Main quote in each comparison paragraph</li> <li>4. Detailed analysis of words in the quote using key terminology and <u>linking to the question</u></li> <li>5. Alternative interpretations when analysing, <u>linking to the question</u>.</li> <li>6. Other quote/quotes, structure and/or context) to support main quote in each paragraph, <u>linking to the question</u></li> <li>7. Constant and thorough comparison of poems in comparison paragraphs.</li> </ol> <p><b><u>What can I revise in preparation for this assessment?</u></b></p>

	<p>scheme will allow pupils to explore ideas and develop personal interpretations and connections to the poems. This will also be an opportunity to develop responsibility, as all pupils will be given their anthology to keep and annotate.</p> <p><b>Key skills – Reading:</b> Inference and comparison of texts.</p> <p><u>Outcomes</u></p> <p>Pupils will demonstrate:</p> <ul style="list-style-type: none"> <li>• An understanding of inference</li> <li>• An understanding of what different poetic techniques are (identification)</li> <li>• An understanding of how and why poetic techniques are used by poets to add meaning</li> <li>• Synthesis skills to make connections between poems</li> <li>• An understanding of varied poetic form and conventions.</li> <li>• Compare two poems.</li> </ul>	<p>2.4 - Checking their understanding to make sure that what they have read makes sense.</p> <p>3.1 - Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</p> <p>3.2 - Recognising a range of poetic conventions and understanding how these have been used</p> <p>3.5 - Making critical comparisons across texts</p> <p><b>Writing</b></p> <p>1.1a - well-structured formal expository and narrative essays</p> <p>1.1c - notes for talks and presentations</p> <p>2.2 - Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p> <p>2.3 - Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.</p> <p><b>Spoken English</b></p> <p>1.1 - Using Standard English confidently in a range of formal and informal contexts, including classroom discussion</p> <p>1.2 - Giving short speeches and presentations,</p>	<p>1. Learn what all 15 poems in the Love and Relationships cluster are about- this does NOT mean that you have to memorise and know everything about each one. Instead learn a couple of important quotations from each one. Make sure you can list what each poem is about/feelings and ideas.</p> <div data-bbox="890 376 1565 1003" style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Lord Byron Percy Bysshe Shelley Robert Browning Elizabeth Barrett Browning Thomas Hardy Charlotte Mew C Day Lewis Maura Dooley Charles Causley Seamus Heaney Simon Armitage Carol Ann Duffy Owen Sheers Daljit Nagra Andrew Waterhouse</p> </td> <td style="width: 50%; vertical-align: top;"> <p>When We Two Parted  Love's Philosophy  Porphyria's Lover  Sonnet 29 – 'I think of thee!'  Neutral Tones  The Farmer's Bride  Walking Away  Letters From Yorkshire  Eden Rock  Follower  Mother, any distance  Before You Were Mine  Winter Swans  Singh Song!  Climbing My Grandfather </p> </td> </tr> </table> </div> <p>2. Learn the different themes from the cluster of poems and make links and comparisons between groups of poems:</p> <p>Family ties</p> <p>Love and desire</p> <p>Breakdown and betrayal</p> <p>Separation</p> <p>Time and memory</p> <p>The natural world</p> <p>3. Complete some practice questions, comparing sets of poems, for example:</p> <p>Compare how poets present <b>strong feelings</b> in ___ and ___ (you decide which poems fit the theme).</p> <p>You can also visit the following websites and online videos to prepare:</p> <p>GCSEPod</p> <p>BBC Bitesize AQA English Literature : <a href="https://www.bbc.co.uk/bitesize/topics/z4nc87h">https://www.bbc.co.uk/bitesize/topics/z4nc87h</a></p> <p>Mr Bruff Love and Relationship Poetry Cluster</p>	<p>Lord Byron Percy Bysshe Shelley Robert Browning Elizabeth Barrett Browning Thomas Hardy Charlotte Mew C Day Lewis Maura Dooley Charles Causley Seamus Heaney Simon Armitage Carol Ann Duffy Owen Sheers Daljit Nagra Andrew Waterhouse</p>	<p>When We Two Parted  Love's Philosophy  Porphyria's Lover  Sonnet 29 – 'I think of thee!'  Neutral Tones  The Farmer's Bride  Walking Away  Letters From Yorkshire  Eden Rock  Follower  Mother, any distance  Before You Were Mine  Winter Swans  Singh Song!  Climbing My Grandfather </p>
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		<p>expressing their own ideas and keeping to the point</p>	<p><a href="https://www.youtube.com/watch?v=O7nDLGn80ww">https://www.youtube.com/watch?v=O7nDLGn80ww</a></p> <p>York notes/CPD revision guides: search for AQA Poetry-Love and Relationships Cluster</p>
<p><b>SPRING TERM 1</b></p>	<p><b>English Language Paper 1 Section A : Reading Fiction</b>  <b>Aims</b> - In this unit work, pupils will be learning how to analyse the language and structural choices a writer makes when creating fiction. They can recall their learning from earlier in the year when they studied how to structure their own stories, and be shown how to annotate a text in order to find and understanding meaning in what they read. Students will read a short extract from a story called 'The Mill', written by HE Bates in depth and detail, in order to learn how a writer conveys meaning in fiction. Pupils will also be given the opportunity to read other short extracts and encouraged to read for pleasure in their own time in order to improve their ability to read independently whilst studying this unit of work.</p> <p>Key skills:</p> <p>Retrieval</p> <p>Comprehension</p> <p>Analysis of methods used in a text</p> <p>Understanding of how a text is</p>	<p><b>National Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>• read and appreciate the depth and power of the English literary heritage through works from the 19th, 20th and 21st centuries</li> <li>• understand and critically evaluate texts through:</li> <li>• reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes</li> <li>• drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</li> <li>• seeking evidence in the text to support a</li> </ul>	<p><b>Assessment</b></p> <p><b>To answer a Paper 1 Section A exam paper: Reading non-fiction.</b></p> <p>4 Questions:</p> <ol style="list-style-type: none"> <li>1- List 4 things about...(4 marks)</li> <li>2- Analyse how a writer uses language to present/describe... (8 marks)</li> <li>3- Analyse how a writer structures the text to interest the reader (8 marks)</li> <li>4- Evaluation. Respond to a statement about the text, giving your opinion on the text (agreeing or disagreeing with the statement) and analysing a range of methods used by the writer to support your argument. (20 marks)</li> </ol> <p><b>Assessment criteria:</b></p> <p><b>The skills for each question are:</b></p> <p>Q1-</p> <p>Understand and retrieve simple information from a small section of text</p> <p>Q2</p> <p>Identify and analyse language techniques, words and phrases used by the writer to describe a specific character/place/event or idea.</p> <p>Write an extended response using quotations and analytic language effectively</p> <p>Q3</p> <p>Understand how a writer has structured their text, analysing structural techniques and explaining how these effect the reader and shape meaning in the story</p> <p>Write an extended response using quotations and analytic language effectively</p> <p>Q4</p> <p>Respond to a statement by giving your opinion- agree, disagree or both</p>

	<p>structured/organised by a writer</p> <p>Understanding of how language is used by a writer</p> <p>Evaluation skills- giving an opinion and supporting an argument by using evidence from a text</p>	<p>point of view, including justifying inferences with evidence</p> <ul style="list-style-type: none"> <li>distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence</li> <li>analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li> <li>make an informed personal response, recognising that other responses to a text are possible and evaluating these.</li> </ul>	<p>Identify methods used by the writer (language and/or structural) and analyse the effect of these</p> <p>Write an extended response using quotations and analytic language effectively</p> <p><b><u>What can I revise in preparation for this assessment?</u></b></p> <p>You should complete past papers provided by your class teacher and practise the skills outlined in the assessment criteria</p> <p>You can also visit the following websites/online videos:</p> <p><b>Mr Bruff AQA Paper 1 Section A:</b></p> <p><a href="https://www.youtube.com/watch?v=hMhQIX9DCcQ">https://www.youtube.com/watch?v=hMhQIX9DCcQ</a></p> <p><b>Miss Cole AQA Paper 1 Question 3 Structure:</b></p> <p><a href="https://www.youtube.com/watch?v=MxX0IXOfwRA">https://www.youtube.com/watch?v=MxX0IXOfwRA</a></p> <p><b>GCSE Pod- AQA English Language Paper 1 Section A</b></p> <p><b>BBC Bitesize revision:</b></p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zcbchv4">https://www.bbc.co.uk/bitesize/examspecs/zcbchv4</a></p> <p>(Analysing fiction)</p>
<p>Spring Term 2</p>	<p><b><u>English Language Paper 2 Section B: Opinion Writing</u></b></p> <p><b><u>Aims:</u></b>  <b>Aims -</b> In this unit work, pupils will be learning how to write non-fiction texts in order to clearly and effectively express their opinion on a topic. They will be learning various ways to structure their writing and how to write in a variety of forms, including: letter writing, article writing, speech writing, leaflet and formal essay writing.</p>	<ul style="list-style-type: none"> <li><b><u>National curriculum links:</u></b></li> <li>Pupils should be taught to: write accurately, fluently, effectively and at length for pleasure and information through:</li> <li>adapting their writing for a wide range of purposes and audiences: to explain, instruct, give and respond to information, and argue</li> <li>selecting and organising ideas, facts and key points, and citing evidence, details and</li> </ul>	<p><b><u>Assessment:</u></b></p>

	<p>Students will be given the opportunity to write on a range of issues and encouraged to research and keep up to date on current affairs during this scheme of work; in their own time they should be watching and reading the news, and researching topics including:  environmental issues, healthcare and wellbeing, inequality, and other topical issues.</p> <p>Key skills:</p> <p>Generating ideas, planning, structuring an argument, using rhetorical techniques, varied sentence structures and punctuation for effect.</p>	<p>quotation effectively and pertinently for support and emphasis selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</p> <ul style="list-style-type: none"> <li>• make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]</li> <li>• revise, edit and proof-read through: reflecting on whether their draft achieves the intended impact restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.</li> <li>• Grammar and vocabulary</li> <li>• Pupils should be taught to:</li> </ul>	
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		<p>consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> <li>• drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> <li>• analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</li> </ul>	
<p>Summer Term 1</p>	<p><b><u>English Literature Paper 1 Section A: Macbeth</u></b></p> <p><b><u>Aims:</u></b> This unit will give pupils the opportunity to revisit their skills associated with the artistic practice of drama in KS2; 'Romeo and Juliet' in Year 7 and comparison of Shakespeare's plays in Year 8 and 9. They will continue to develop their basic skills and conventions of drama through pre-1914 Literature drama (Shakespeare – 'Macbeth'). They will extend their prior knowledge of setting, plot, characterisation and gender from Year 9, whilst, exploring the</p>	<p><b><u>National Curriculum Links:</u></b></p> <p><b><u>Reading: read and appreciate the depth and power of the English literary heritage through:</u></b></p> <ul style="list-style-type: none"> <li>• Drama / Shakespeare ('Macbeth')</li> </ul> <p><b><u>Reading: Understand and critically evaluate texts through:</u></b></p> <ul style="list-style-type: none"> <li>• Drawing on the knowledge of the purpose, audience for and context of writing, including its social, historical and cultural context and the literary tradition to which it</li> </ul>	<p><b><u>Assessment:</u></b></p> <p><b>Pupils will complete a GCSE style question, asking how Shakespeare presents a key character throughout the play.</b></p> <p>They will be given a key scene involving this character and have to write about how the character is presented in this scene and in the rest of the play.</p> <p><b><u>Assessment Criteria:</u></b></p> <ol style="list-style-type: none"> <li>1. Refer to the key word/phrase in the question consistently – link every point/interpretation back to this.</li> <li>2. Refer to the writer throughout your response e.g. Shakespeare ...</li> <li>3. Correct spelling – especially the writer's name!</li> <li>4. Use evidence/quotations from the text (integrate, if possible).</li> <li>5. Use subject terminology correctly e.g. 'Shakespeare uses a simile/the adjective "___"...'</li> <li>6. Analyse individual words /phrases within the quote – meaning/association – why Shakespeare has chosen this.</li> <li>7. Give alternative interpretations when analysing language (explaining how/why/in what way).</li> </ol>

	<p>features of a play. Pupils will have the opportunity to read and perform the full play; pupils will develop their use of language through intonation, tone, volume, mood whilst rehearsing and performing play scenes; analyse key scenes and key quotations in preparation for their GCSE English Literature exam. In addition, teachers can use the play to explore SMSC issues such as, religion and morality.</p> <p><b>Key skills:</b>  <b>Reading: Inference and Analysis. Writing: Selecting and organising evidence effectively to reflect audience, purpose and context.</b></p>	<p>belongs, to inform evaluation.</p> <ul style="list-style-type: none"> <li>Identifying and interpreting themes, ideas and information.</li> <li>Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects.</li> <li>Seeking evidence in the text to support a point of view, including justifying inferences with evidence.</li> <li>Analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact.</li> </ul> <p><b>Writing: write accurately, fluently, effectively and at length for pleasure and information:</b></p> <ul style="list-style-type: none"> <li>Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis.</li> <li>Selecting, and using judiciously, vocabulary, grammar, form and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate.</li> </ul> <p><b>Revise, edit and proof-read through:</b></p> <ul style="list-style-type: none"> <li>Restructuring their writing, and amending its</li> </ul>	<ol style="list-style-type: none"> <li>Embed context to a word or phrase in a quote during analysis, (not as an 'add on').</li> <li>Focus on the effect – what the word suggests / effect on the reader / atmosphere.</li> <li>Comment on the effect of language – Shakespeare's intention/purpose.</li> <li>Stage direction / structural techniques – Can comment on their effect.</li> <li>Correct use of high level punctuation (;!,).</li> <li>High level vocabulary.</li> <li>Refer to the extract and the play as a whole.</li> </ol> <p><b><u>What can I revise to prepare for this assessment?</u></b></p> <p>Learn and analyse the following key quotes:</p> <p><b>Act 1.5</b></p> <p><i>'Come, you spirits / That tend on mortal thoughts, unsex me here,</i></p> <p><i>And fill me from the crown to the toe top-full / Of direst cruelty'</i></p> <p><b>Act 1.7</b></p> <p><i>'What beast was't then that made this enterprise to me?'</i></p> <p><i>'From this time / Such I account thy love. Art thou afeard?'</i></p> <p><i>'I would while it was smiling in my face...dashed the brains out?'</i></p> <p><i>'We fail? But screw your courage to the sticking-place.'</i></p> <p><b>Act 2.2</b></p> <p><i>'had he not resembled...father as he slept'</i></p> <p><b>Act 5.1</b></p> <p><i>'Out, damned spot!...Hell is murky'</i></p> <p><i>'Yet who would have thought the old man to have had so much blood in him?'</i></p> <p><i>'The Thane of Fife had a wife. Where is she now?'</i></p> <p>Create mind maps/other revision activities for all of the major characters (especially Macbeth and Lady Macbeth)</p> <p>Complete past paper questions on Macbeth</p> <p><b><u>You can also visit the following websites/online videos:</u></b></p> <p>GCSE Pod: AQA Literature - Macbeth:  <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a></p>
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		<p>grammar and vocabulary to improve coherence, consistency, clarify and overall effectiveness.</p> <p><b><u>Spoken English – confidently and effectively through:</u></b></p> <ul style="list-style-type: none"> <li>• Using Standard English when the context and audience require it.</li> <li>• Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary.</li> <li>• Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul> <p><b><u>Grammar and Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Study their effectiveness and impacts in the text they read.</li> <li>• Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.</li> </ul>	<p>PiXL Independence: <b>Link:</b>  <a href="https://students.pixl.org.uk">https://students.pixl.org.uk</a>  <b>PiXL School Number: 902735</b>  <b>Password: Indep179</b></p> <p><b>Mr Bruff Macbeth:</b></p> <p><a href="https://www.youtube.com/watch?v=NmMAO82R8Cg">https://www.youtube.com/watch?v=NmMAO82R8Cg</a></p> <p><b>Thug Notes You Tube: Macbeth:</b></p> <p><a href="https://www.youtube.com/watch?v=T-PKotyoxys">https://www.youtube.com/watch?v=T-PKotyoxys</a></p> <p><b>BBC Bitesize Macbeth:</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zgq3dmn">https://www.bbc.co.uk/bitesize/topics/zgq3dmn</a></p> <p><b>York Notes and CPG revision guides:</b> AQA English Literature/Grade 1-9 course: Macbeth</p>
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<p>Summer Term 2</p>	<p><b><u>English Literature Paper 2 Section A: An Inspector Calls</u></b></p> <p><b><u>Aims:</u></b></p>	<p><b><u>National Curriculum Links:</u></b></p> <p><b><u>Reading: read and appreciate the depth and power</u></b></p>	<p><b>Pupils will complete a GCSE style question, asking how Priestley presents a key theme throughout the play.</b></p> <p><b><u>Assessment Criteria:</u></b></p>
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This unit will give pupils the opportunity to revisit their skills associated with the artistic practice of drama in KS2: 'Romeo and Juliet' in Year 7 and comparison of Shakespeare's plays in Year 8 and 9. They will continue to develop their skills and conventions of drama through 20<sup>th</sup> Century Literature drama ('An Inspector Calls' – J.B. Priestley). They will extend their prior knowledge of stage direction, whilst, exploring social, historical and cultural context, characterisation, narrative structure, key themes and the effects of these evidenced within the play. Pupils will have the opportunity to read and perform the full play; pupils will develop their use of language through intonation, tone, volume, mood whilst rehearsing and performing play scenes; analyse key scenes and key quotations in preparation for their GCSE English Literature exam. In addition, teachers can use the play to explore SMSC issues such as, social responsibility and morality.

**Key skills: Reading: Inference and Analysis. Writing: Selecting and organising evidence effectively to reflect audience, purpose and context.**

**Learning Objectives:**

**of the English literary heritage through:**

- Drama / Works from the 20<sup>th</sup> Century.

**Reading: Understand and critically evaluate texts through:**

- Drawing on the knowledge of the purpose, audience for and context of writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation.
- Identifying and interpreting themes, ideas and information.
- Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects.
- Seeking evidence in the text to support a point of view, including justifying inferences with evidence.
- Analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact.

**Writing: write accurately, fluently, effectively and at length for**

1. Refer to the key word/phrase in the question consistently – link every point/interpretation back to this.
2. Refer to the writer throughout your response e.g. Shakespeare ...
3. Correct spelling – especially the writer's name!
4. Use evidence/quotations from the text (integrate, if possible).
5. Use subject terminology correctly e.g. 'Shakespeare uses a simile/the adjective "\_\_\_" ...'
6. Analyse individual words /phrases within the quote – meaning/association – why Shakespeare has chosen this.
7. Give alternative interpretations when analysing language (explaining how/why/in what way).
8. Embed context to a word or phrase in a quote during analysis, (not as an 'add on').
9. Focus on the effect – what the word suggests / effect on the reader / atmosphere.
10. Comment on the effect of language – Shakespeare's intention/purpose.
11. Stage direction / structural techniques – Can comment on their effect.
12. Correct use of high level punctuation (!,).
13. High level vocabulary.
14. Refer to the extract and the play as a whole.

**What can I revise to prepare for this assessment?**

Learn and analyse the following key quotes:

Mrs Birling

- 'cold' – introductory stage directions
- 'Girls of that class' – act 2

Sheila

- 'Look – Mummy – isn't it a beauty' – act 1
- 'But these girls aren't cheap labour – they're people' – act 1

Eric

- 'Half shy, half assertive' – introductory stage directions
- 'shouting' – act 3, stage direction

Gerald

- 'for God's sake – don't say anything to the Inspector' – act 1
- 'what about this ring?' – act 3

Mr Birling

- 'a hard-headed practical man of business' – act 1
- 'The Titanic...unsinkable, absolutely unsinkable' – act 1

Inspector Goole

- 'cutting in massively' – stage direction, act 1
- 'there are millions and millions and millions of Eva Smiths and John Smiths' – act 3

Edna

- 'Yes, Ma'am' – act 1

Eva Smith

- Eva Smith / Daisy Renton – name changes.

**You can also visit the following websites/online videos:**

GCSE Pod: <https://www.gcsepod.com/>

	<ol style="list-style-type: none"> <li>1. Introduction: GCSE lit; AIC; general themes and contextual factors.</li> <li>2. To explore contextual factors for twentieth century literature.</li> <li>3. To explore the importance of time in An Inspector Calls.</li> <li>4. To explore the importance of the narrative structure of An Inspector Calls.</li> <li>5. To explore the staging and setting in An Inspector Calls.</li> <li>6. To explore characterisation and contextual influences in An Inspector Calls.</li> </ol>	<p><b><u>pleasure and information:</u></b></p> <ul style="list-style-type: none"> <li>• Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis.</li> <li>• Selecting, and using judiciously, vocabulary, grammar, form and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate.</li> </ul> <p><b><u>Revise, edit and proof-read through:</u></b></p> <ul style="list-style-type: none"> <li>• Restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarify and overall effectiveness.</li> </ul> <p><b><u>Spoken English – confidently and effectively through:</u></b></p> <ul style="list-style-type: none"> <li>• Using Standard English when the context and audience require it.</li> <li>• Listening to and building on the contributions of others, asking questions to</li> </ul>	<p>PiXL Independence: Link: <a href="https://students.pixl.org.uk">https://students.pixl.org.uk</a>  <b>PiXL School Number: 902735</b>  <b>Password: Indep179</b></p> <p>BBC Bitesize (AQA) – ‘An Inspector Calls’:  <a href="https://www.bbc.co.uk/bitesize/topics/zpr639q">https://www.bbc.co.uk/bitesize/topics/zpr639q</a></p> <p>British Library: Discovering Literature: 20<sup>th</sup> Century:  <a href="https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls#">https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls#</a></p> <p>Mr Bruff (You Tube):  <a href="https://www.youtube.com/watch?v=M75yUsyNySY">https://www.youtube.com/watch?v=M75yUsyNySY</a></p>
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clarify and inform, and challenging courteously when necessary.

- Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

**Grammar and Vocabulary:**

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- Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.