**English Language & English Literature Key Stage Four Long Term plan:**

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|  | **Half term Topic/Focus** | | **AIMS** | **Exam AO focuses** | **Possible Resources** | **Assessment** |
| **Year 10**  **September-October** | **Unit 1 – Literature focus**  1 week introduction to the GCSEs and 5 weeks on ‘An Inspector Calls’ | | **1:** For students to have a good understanding of the new GCSE (format and timing) and the assessment process that they will undertake throughout the 2 year GCSE course.  **2:** For students to understand the context, plot, themes, structural devices and characterisation in AIC  **3:** For students to be fully prepared to answer an English Literature Paper 2 Section A practice exam question. | **English Literature:**  Paper 2, AO1, AO2, AO3 | An Inspector Calls texts  An Inspector Calls film | English Literature Paper 2 Section A – a choice of two essay questions – A timed controlled assessment |
| **Year 10**  **November-December** | **Unit 2 – Language Focus**  6 week introduction to a range of 20/21st century fiction texts with focused preparation for Language Paper 1, Section A | | **1:** Students will gain experience of and learn to respond to a range of literary texts in preparation for the exam.  **2:** They will become familiar with the question types found on Paper 1 Section A  **3:** They will become familiar with the different AOs assessed in this exam  **4**: Students will understand the format and mark allocation for each question.  **5:** They will learn to analyse the text to show an understanding of the writer’s craft: language, structures, presentation of character and atmosphere | **English Language:**  Paper 1, Section A AO1, AO2, AO3, AO4, | A range of 20th and 21st century fiction texts  Practice questions | English Language Paper 1, Section A – 4 questions – A timed controlled assessment |
| **Year 10**  **January-February** | **Unit 3 – Literature focus**  1 week with an introduction to poetry and the theme of power and conflict as well as a revision of poetic techniques.  4 weeks studying the poems in the anthology and focusing on comparative skills  1 week on comparative essay writing skills and the final assessment. | | **1:** For students to develop a well-rounded understanding of the concepts and ideas surrounding the theme ‘Power and Conflict’  **2:** For students to have a good understanding of the poems in the anthology (1 – 11 of 15)  **3:** For students to be able to apply poetic terminology to the poems  **4:** For students to be able to develop the ability to analyse poetic language in depth  **5:** For students to develop the skill of comparison  6: For students to understand how writers use language and form to create meaning.  **7.** To understand the relationship between the  Texts and the contexts they were written in | **English Literature:**  Paper 2, Section B  AO1, AO2, AO3 | The poetry anthologies  Presentations on the theme and nature of conflict | English Literature Paper 2, Section B poetry comparison question – A timed controlled assessment |
| **Year 10**  **March-April** | **Unit 4 – Language focus**  Narrative and descriptive writing skills with focused preparation for Paper 1, Section B | | **1:** Develop students’ awareness of the mark scheme.  **2:** Develop students’ awareness of the importance of SPAG (spelling, punctuation & grammar).  **3:** Develop students’ awareness of the clear differences between writing to describe and writing to narrate.  **4:** Develop students’ understanding of how to write effective descriptions.  **5:** Develop students understanding of how to write effective narratives. | **English Language**  Paper 1, Section B AO5, AO6 | A range of resources on developing writing skills.  A range of effective narratives  A range of descriptive writing | English Language Paper1, Section B (writing section)  – A timed controlled assessment |
| **Year 10**  **May-June** | **Unit 5 – Language Focus**  6 weeks introduction to a range Victorian and modern non- fiction texts with focused preparation for Language Paper 1, Section A | **1:** An introduction to the Victorian times/context  **2:** Students will learn to respond to a range of non-fiction texts in preparation for the exam.  **3:** They will become familiar with the question types found on Paper 2 Section A  **4:** They will be familiar with the different AOs assessed in this exam  **5:** Students will understand the format and mark allocation for each question.  **6:** They will learn to analyse texts to show an understanding of **how** the writer has put forward their viewpoint/opinion and **how** they have tried to influence the reader | | **English Language:**  Paper 2, Section A  AO1, AO2, AO3 and AO4 | A range of non- fiction texts written in different genres and for different audiences and for different purposes | English Language Paper2, Section A (writing section)  – A timed controlled assessment |
| **Year 10**  **June-July** | **Unit 6 – Literature focus**  Romeo and Juliet | **1:** For students to understand the context that the play was written in and how this influenced the text and the audience  **2:** For students to have a good understanding of the plot, structure, themes and characters in the play.  **3:** For students to analyse closely the dramatic devices used by Shakespeare and their impact on the audience  **4:** For students to understand the overall plot and study key scenes in detail.  **5:** For students to practice the two-part exam question found on paper 1 and get used to answering questions on extracts as well as answering questions on whole texts. | | **English Literature:**  Paper 1, Section B  AO1, AO2, AO3, AO4 | The play  A film version of the play  Specific extracts/key scenes from the play | English Literature, Paper 1, Section A – A Timed controlled assessment |
| **Year 11**  **September-October** | **Unit 7 – Literature focus**  The Victorian novel | **1:** Revision of the context of the Victorian age - For students to understand the context that the novel was written in and how this influenced the author and the novel  **2:** For students to have a good understanding of the plot, structure, themes and characters in the novel.  **3:** For students to analyse closely the narrative techniques used by the author and the impact that they have on the reader.  **4:** For students to understand the overall plot and study key chapters/sections of the text in detail.  **5:** For students to practice the two-part exam question found on paper 1 and get used to answering questions on extracts as well as answering questions on whole texts. | | **English Literature:**  Paper 1, Section A  AO1, AO2, AO3, AO4 | The novel  A Film version of the novel  Specific key extracts from the novel | English Literature, Paper 1, Section B – A Timed controlled assessment |
| **Year 11**  **November-December** | **Unit 8 – Language Focus**  Writing to present an argument. Developing writing skills with focused preparation for English Language Paper 2, Section B | **1:** To develop students’ writing skills and improve their use of SPAG  **2:** Develop students ability to write in a range of tones and levels of formality according to their given audience  **3:** To develop students ability to use a range of different writing techniques to achieve specific effects on their readers  **4:** To develop students understanding of how to produce a range of different non-fiction texts  **5:** to develop students understanding of how to write to present an argument | | **English Language:**  Paper 2, Section B  AO5 and AO6 | A range of non- fiction texts written in different genres and for different audiences and for different purposes | English Language Paper2, Section B (writing section)  – A timed controlled assessment |
| **Year 11**  **January-February** | **Unit 9 – Literature focus**  4 weeks on unseen poetry (including the 4 poems that still need to be studied from the anthology) and 2 weeks focusing on the 15 poems from the anthology and making links between them as revision. | **1:** For students to get used to responding to unseen poetry  **2:** For students to gain confidence on analysing unseen poetry  **3:** For students to gain an understanding of what is expected of them in the unseen poetry exam  **4:** For students to get used to the comparison element of the unseen poetry exam question.  **5:** For students to become familiar with the 4 poems not yet studied from the anthology  **6:** For students to make links between all of the poems in the anthology (studied in year 10 and in year 11) and gain confidence in comparing them. | | **English literature: Paper 2, Section C**  AO1, AO2, AO3 | A range of unseen poems  The poetry anthologies  Practice questions | English Literature Paper 2, section C (unseen poetry) – A timed controlled assessment |
| **Year 11**  **March-April** | **Unit 10 – Literature and Language focus**  Focus on exam skills and how to approach the different exams.  2 weeks paper revision - 1 week revising both language papers and 1 week revising both Literature papers  4 weeks revising literature texts  1 week revising writing skills | **1:** For students to be aware of and confident in the different expectations of each exam paper and each specific section/question on the different exam papers.  **2:** For students to be aware of the very different expectations placed upon them in the English Language and the English Literature examinations.  **3:** For students to have a working knowledge of the different ways they will be assessed and the different AOs that will be assessed on each exam question.  **4:** To re-familiarise students with the plot and characters in the texts they have studied for the English Literature examinations.  **5:** For students to become re-familiarised with how to comment on non-fiction texts and how to produce them for the English Language exams (Paper 2).  **6:** For students to be re-familiarised with how to comment on fiction texts and how to produce imaginative texts for the English Language exam (Paper 1)  7: To develop students general writing skills and their competence with SPAG | | **English Language**  AO1, AO2, AO3, AO4, AO5 and AO6  **English Literature**  AO1, AO2, AO3 and AO4 | An Inspector Calls  Romeo and Juliet  The Victorian novel  A range of sources for the English Language exam reading sections (prose fiction and non-fiction)  A range of stimulus to be used for the writing sections of the English Language exams | A range of exam questions should be undertaken throughout this period, students should attempt to answer examples of the following exam papers:  English Language paper 1, Section A. English Language Paper 2 section A.  English Language Paper 1 Section B.  English Language paper 2 section B.  English Literature Paper 1 section A.  English Literature Paper 1 Section B  English Literature Paper 2 Section A  English Literature Paper 2 Section B |
| **Year 11**  **April-May** | **Unit 11 – General revision – Language and Literature focus**  Final preparation for the exams | Teachers to determine the learning focus depending on the needs of their specific class. | |  |  |  |

*This overview is subject to change and where updates are necessary this document will be updated on the website*

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