



All Saints' Catholic High School

Luceat lux Vestra

Subject: English

Year: 10

10	Unit 1- CONFLICT in poetry/CONFLICT writing	Unit 2 – A Christmas Carol REDEMPTION	Unit 3 – POWER	Unit 4 – SOCIAL INJUSTICE	Unit 5 – SOCIAL INJUSTICE	Unit 6 – Language and Literature Revision/ Spoken Language Endorsement
Aim of Unit	This unit intends for pupils to begin KS4 with an exploration of the ideas associated with conflict. It will cover 4 of the poems from the AQA Power and Conflict poetry anthology: Remains Kamikaze, Exposure, Bayonet Charge. The unit also aims to furnish	This unit intends for pupils to a full exploration of the GCSE text “A Christmas Carol” so that pupils develop a detailed enough understanding of plot and character to respond successfully in an examination. This unit intends for pupils to develop creative and descriptive writing	This unit intends for pupils to explore the key concept of power through both English Language Paper 1 fiction texts and 6 of the set Literature anthology poems so that they understand representations of power in a range of different contexts both pre and post	This unit introduces pupils to the non-fiction texts which are part of English Language Paper 2. They will explore texts linked to social injustice (e.g. housing, warehouses, nursing, animal rights). This will be complimented by 2 anthology Literature poems which also explore	This unit aims to develop understanding of social injustice by using non-fiction paper 2 texts as a springboard for pupils writing about issues relating to social injustice. This will enable them to respond to the Writing with a Point of View	This unit intends to revise the set dramatic text “Blood Brothers” through a deeper understanding of plot, character and theme. The second part of the unit aims to allow pupils to prepare for and perform the essential Spoken Language component of the

	pupils with descriptive writing skills around the theme of conflict as part of the English Language qualification.	skills based on their understanding of the context of A Christmas Carol and the various linguistic and structural techniques used by Dickens.	1914. My Last Duchess, Prelude, Ozymandias	the idea of social injustice – Checkin’ Out Me History and London.	section B on English Language Paper 2.	GCSE Language course.
Composite Knowledge <i>(a task that requires several building blocks or components)</i>	Pupils will build on their understanding of conflict and know the various types of conflict presented – internal conflict, internal conflict, conflict in battle, human conflict. Pupils will understand the various contexts relating to the poems e.g. World war 1 and the Japanese culture during World War 2. Throughout this scheme, pupils will also focus upon the requirements of English Language	Building on Dickensian context studied in years 7 and 8, pupils will gain an understanding of the plot and characters of Dickens’ “A Christmas Carol”. In particular, they will understand how Dickens uses language to present Scrooge who is “as solitary as an oyster” and “as sharp as flint”. They will link these descriptions to Dickens’ intentions	By the end of the unit pupils will have a clear understanding of 3 of the Power poems from the GCSE anthology. They will make obvious and subtle links between the title of the collection “power and conflict” and the poems themselves. They will have annotated the poems in detail demonstrating the ability to recognise language and structural features and to recognise their effect upon	Pupils will understand how to approach questions on paper 2 of the English Language paper. They will also understand what is social injustice and how this relates to both the anthology poems and their contexts and to modern society.	Pupils will understand how to plan, structure and write a piece which clearly demonstrates their point of view. By drawing on both historical and contemporary texts from a range of writers pupils will know how to use a wide range of rhetorical devices in order to impact upon an audience. They will develop previous understand 3 different nonfiction	Pupils will have a good understanding of the set anthology poetry texts and Blood Brothers. They will have a knowledge of the mark scheme and how to plan and write successful answers. Pupils will have sufficient understanding of the assessment requirements to be able to complete a spoken language assessment as part of the GCSE

	<p>by practising descriptive writing skills.</p>	<p>(social reform) and the social problems of Victorian London. Pupils will be able to present a coherent analysis of how and why Scrooge is presented a certain way in the novel so far. They will then utilise some of the tools used by Dickens extended metaphor, motif, emotive language and personification.) to present a descriptive passage on Victorian London – thus quickly building on the narrative task last term and preparing for English Language Paper 1.</p>	<p>the reader. Pupils will be able to make links and comparisons between the poems, what they are about, the intentions of the writers, structural features (such as enjambment and stanza organisation) and a wider range of language features than previously looked at so that the idea of volta, caesura and oxymoron are explored. Pupils will be taught how to plan, structure and write comparisons using the ASL format (About, Structure, Language.) Pupils will also understand how we approach the 4 Reading questions</p>		<p>formats – article, letter and speech.</p>	<p>Language qualification. They will study the skills necessary for successful spoken communication through watching recorded examples by professional speakers and students of their own age. Pupils will evaluate these performances and know how to apply these skills to their own speech. Pupils will develop independence by choosing their own topic to speak about which they will have to thoroughly research. They will then organise this research into a coherent speech. This builds upon the written speech exercise completed</p>
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			on Language Paper 1.			last half term. All pupils will have performed their spoken language assessment in the first 3 weeks of this half term and will be awarded either pass, merit or distinction.
<p>Component Knowledge</p> <p><i>(the building blocks that together, when known, allow successful performance of a complex task)</i></p>	<p>Exploring intentions of writer Inference Language identification and analysis e.g metaphor, imperatives. Analysis of effect on audience both now and in contextual times. Exploration of how context links to text including focus on the idea of conflict. Know technical poetic terminology – stanza, rhythm,</p>	<p>Understanding of Victorian context – workhouses, poor law, social reform. Inference and deduction Quote explosion to unpick meaning. Identifying specific language features and exploring why Dickens may have used them. Commenting on how a character may change as the novella progresses.</p>	<p>Know technical poetic terminology – stanza, rhythm, rhyme, enjambment, metaphor, simile, oxymoron, personification, volta. Understand the various contexts within which the poems set e.g. the reign of George III. What the acronym “ASL” stands for. How to annotate to explore the ASL of poems.</p>	<p>Know the acronyms used to respond to the paper 2 Language questions – SIICSIIC, LEAZ and PEMAC. Be able to identify specific perspectives and explain how these are presented through language used. Make clear comparisons between perspectives and explain how and what these perspectives may</p>	<p>Planning a speech based on a social injustice issue of their choice. Creating a lively and persuasive speech by using rhetorical tools such as AFORESTER devices such as emotive language, repetition and involving the audience. Know the format of a successful speech – greeting the audience,</p>	<p>Understand, through watching examples, the skills required for performing an effective speech: clarity, standard English, confidence, pausing for audience reaction, eye contact with audience, volume, varying tone and pitch etc) Understand, through watching examples, the skills required for planning an</p>

	<p>rhyme, enjambment, metaphor, simile, oxymoron, personification, volta.</p> <p>Use descriptive writing tools such as</p> <p>Use of the senses</p> <p>Ambitious vocabulary</p> <p>Linguistic devices</p> <p>Range of punctuation and sentence structures</p> <p>Show not Tell.</p>	<p>Understanding the effect of writers' choices upon a contemporary and Victorian reader.</p> <p>How to create atmosphere in a descriptive opening through pathetic fallacy.</p> <p>Planning a description based on the senses.</p> <p>Creating a realistic description by writing an overview and zooming in on specific senses related details.</p> <p>Using a range of sentence types for effect (complex, compound and simple).</p> <p>Using ambitious vocabulary to create precise meaning (such as macabre).</p>	<p>Use comparison connectives to clearly show similarities and differences.</p> <p>Identify language and structural devices and explain the effect on the reader.</p> <p>Explain the impact of individual words and why a writer may have used them.</p> <p>Be aware of the poets' intentions in writing the poem and what key ideas/messages they want the reader to consider.</p> <p>Give a personal response to the poems and explain why some representations are more successful than others.</p> <p>Know what structure is and the various ideas a writer can focus on</p>	<p>be similar or different.</p> <p>Know technical poetic terminology – stanza, rhythm, rhyme, enjambment, metaphor, simile, oxymoron, personification, volta.</p>	<p>introduction, sequences paragraphs, conclusion and farewell.</p> <p>Using a range of sentence types for effect (complex, compound and simple).</p> <p>Using ambitious vocabulary to create precise meaning (such as destitute).</p> <p>Use paragraphs of different lengths for emphasis.</p>	<p>effective speech: research, using a range of rhetorical devices such as addressing the audience and repetition, emotive language, facts, statistics, triples etc.</p> <p>Know how to structure a speech by greeting an audience, outlining point of view, clarifying point of view in detail, making concluding comments.</p> <p>Be prepared to answer questions on the chosen topic in standard English.</p> <p>To listen carefully and consider possible questions to ask.</p> <p>Revision skills and recall of key quotations from set texts.</p>
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			<p>– description of setting, inner thoughts, action, flashback, speech. Know to explore the specific effect of language techniques and individual words. Know the timings of each questions and the acronyms used LEAZ, WEWELL, SELLAZ.</p>			<p>Including context within responses. Focus on intentions of the writer at the start of each Literature essay. Exam timings. Detailed language analysis.</p>
<p>Rationale (<i>why?</i>): Links to prior & future learning</p>	<p>The GCSE course begins by focusing on the key concept of conflict and how that can be presented in both poetry and prose. This allows a focus on both English Language and Literature equally.</p>	<p>Pupils have previously studied Dickens in Year 7 (Oliver Twist) and year 8 (Great Expectations extract) and will be familiar with the context of Victorian Britain and Dickens' beliefs. The text also links strongly to the Gothic scheme in year 9. A Christmas Carol is a compulsory element of GCSE Literature Paper 1.</p>	<p>Pupils continue to study anthology poetry as a compulsory element of GCSE Literature Paper 2. Pupils will build on earlier skills in responding to narratives to prepare for the English Language element of the course (Paper 1).</p>	<p>Pupils will develop understanding of the English Language paper 2 by using skills previously covered in paper 1 (Language question) before being introduced to new styles of questions. They will do so within the theme of social injustice which links well with 2 of the Literature anthology poems.</p>	<p>This unit prepares pupils for Q5 on GCSE English Language Paper 2. Pupils will have received the tools they need from non-fiction writing from seeing high quality responses from the Paper 2 source material. It also ensures that the majority of the Literature anthology poems will be covered by the end of year 10.</p>	<p>Having studied Blood Brothers in year 9, pupils will have an awareness of the conventions of modern drama and the theme of class divisions. Revision will explore the text on a deeper level. The Spoken Language Endorsement will build upon spoken language skills explored both formally and informally</p>

						throughout the whole of KS3 (e.g. "Room 101")
Assessment Task	Literature and Language – (AO1, AO2, AO3, AO5, AO6) Poetry comparison and Descriptive writing. (Assessment week – 6 th November)	Literature and Language – (AO1, AO2, AO3, AO5, AO6) Poetry comparison and Descriptive writing. (Assessment week – 6 th November)	Language and Literature - Assessment – AO1, AO2, AO3, AO4 AO5, AO6) Language Paper 1 reading response and Literature assessment on character of Scrooge. Assessment – week 5 th Feb	Assessment taken prior to half term.	Language Writing – Assessment – Write a speech about a social injustice theme of their choice. Assessment – week 20 th May	EOY assessment – Literature Paper 2 Spoken Language Endorsement. Speaking and Listening – GCSE spoken language endorsement. (AO7, AO8, AO9)
Enrichment	Form time revision activities – remembering key quotes. "The Not Dead" documentary and "They Shall Not Grow Old" (Peter Jackson) to provide context.	"A Christmas Carol" (Patrick Stewart Version) Visiting theatre group (MANACTO) ?	BBC bitesize enrichment videos on the key poems.	World Book Day – Story opening competition.	YouTube clips on social injustice.	Full West End version of Blood Brothers. Examination board standardisation materials for spoken Language. School's own examples of spoken language recordings.

Golden 8 Vocabulary	Anthology	Malthusian	Romantics	Sexualisation	Initially	Pitch
	Imagery	Redemption	Enjambment	Objectification	Furthermore	Projection
	Power	Purgatory	Dominate	Criminality	Plethora	Coherence
	Conflict	Altruistic	Intimidate	Deprivation	Disillusioned	Monotone
	Futility	Benevolence	Subservient	Predetermined	Fundamentally	Enunciation
	Structural	Misanthropy	Semantic field	Eurocentric	Plight	Exposition
	Lugubrious	Welfare	Pharaoh	Resistance	Impassively	Formality
		Ignorance	Oxymoron	Chartered	Displaced	