

ENGLISH: Long-Term Plan – Year 10

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group
 Ensuring that end points & NC/spec are covered
 Identifying what assessments are planned and when
 Ensuring whole school intent priorities to be planned for

YEAR 10					
	Autumn		Spring	Summer	
Unit title:	‘A Christmas Carol’		‘Power and Conflict’ poetry anthology	Shakespeare: ‘Macbeth’	
Unit length:	Whole Term		Whole Term	Whole Term	
Key concepts:	<ul style="list-style-type: none"> • IDENTITY: responsibility and remorse • RELATIONSHIPS: money and power • SOCIETY: hierarchy (power and poverty) 	<ul style="list-style-type: none"> • Explorations in Creative Writing 	<ul style="list-style-type: none"> • IDENTITY: power and conflict • RELATIONSHIPS: power and conflict • SOCIETY: power and conflict 	<ul style="list-style-type: none"> • IDENTITY: power, corruption, regret and remorse • RELATIONSHIPS: power struggles • SOCIETY: witchcraft and religious hierarchy 	<ul style="list-style-type: none"> • Explorations in Creative Reading
Knowledge/ Skills:	<p>A01: Read, understand and respond to texts</p> <ul style="list-style-type: none"> ▪ critical style ▪ informed personal response ▪ textual references <p>A02: Analyse the language, form and structure used by a writer to create meanings</p> <ul style="list-style-type: none"> ▪ relevant subject terminology 	<p>A05: Communicate effectively and imaginatively</p> <ul style="list-style-type: none"> ▪ select and adapt tone, style and register for different forms <p>purposes and audiences</p> <p>Organise information and ideas</p> <ul style="list-style-type: none"> ▪ use structural and grammatical features to 	<p>A01: Read, understand and respond to texts</p> <ul style="list-style-type: none"> ▪ critical style ▪ informed personal response ▪ textual references <p>A02: Analyse the language, form and structure used by a writer to create meanings</p> <ul style="list-style-type: none"> ▪ relevant subject terminology <p>A03: Understand the relationship between the ideas in a text and context in which it is written</p> <ul style="list-style-type: none"> ▪ genres ▪ periods in time ▪ cultural context ▪ social structures <p>A04: Range of vocabulary and sentence structures for clarity, purpose and effect</p> <ul style="list-style-type: none"> ▪ accurate spelling and punctuation 	<p>A01: Read, understand and respond to texts</p> <ul style="list-style-type: none"> ▪ critical style ▪ informed personal response ▪ textual references <p>A02: Analyse the language, form and structure used by a writer to create meanings</p> <ul style="list-style-type: none"> ▪ relevant subject terminology 	<p>A01: Identify and interpret explicit and implicit information</p> <p>Select and synthesis evidence from different texts</p> <p>A02: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers</p> <ul style="list-style-type: none"> ▪ relevant subject terminology

	<p>A03: Understand the relationship between the ideas in a text and context in which it is written</p> <ul style="list-style-type: none"> ▪ genres ▪ periods in time ▪ cultural context ▪ social structures 	<p>support coherence and cohesion</p> <p>A06: Range of vocabulary and sentence structures for clarity, purpose and effect</p> <p>accurate spelling and punctuation</p>		<p>A03: Understand the relationship between the ideas in a text and context in which it is written</p> <ul style="list-style-type: none"> ▪ genres ▪ periods in time ▪ cultural context ▪ social structures <p>A04: Range of vocabulary and sentence structures for clarity, purpose and effect</p> <ul style="list-style-type: none"> ▪ accurate spelling and punctuation 	<p>to support views</p>
<p>End points covered:</p>	<p>To understand how writers use language, form and structure to engage and impact the audience.</p> <p>To understand how context influences writers.</p> <p>To understand the text as a social comment.</p>	<p>To understand how to adapt writing for genre, audience and purpose.</p>	<p>To understand how writers use language, form and structure to engage and impact the reader/audience.</p> <p>To understand how context influences writers.</p> <p>To understand the text as a social comment.</p>	<p>To understand how writers use language, form and structure to engage and impact the reader/audience.</p> <p>To understand how context influences writers.</p> <p>To understand the text as a social comment.</p>	<p>To understand how to adapt writing for genre, audience and purpose.</p>

	At least 'Explained' when analysing Literature texts (Band 3 of 6) ASSESSMENT POINT 1 READY.	At least 'Some Communication' when writing (Band 2) ASSESSMENT POINT 1 READY.	At least 'Explained' when analysing Literature texts (Band 3 of 6) ASSESSMENT POINT 2 READY.	At least 'Explained' when analysing Literature texts (Band 3 of 6) END OF YEAR AP3 READY.	At least 'Some' when analysing Language texts (Band 2) END OF YEAR AP3 READY.
NC/Spec coverage:	Lit Paper 1: Shakespeare and C19th novel PROSE PRE-1900 EXTRACT TO WHOLE	Lang Paper 1 (Section B): Explorations in Creative Writing FICTION WRITING – Content, Organisation and Technical Accuracy	Lit Paper 2: Modern texts and Poetry POETRY PRE-1900 AND MODERN/ CONTEMPORARY POETRY ANTHOLOGY	Drama text Post 1900/modern texts	Lang Paper 1 (Section B): Explorations in Creative Writing FICTION WRITING – Content, Organisation and Technical Accuracy
Cross-curricular links:	Drama History		History	History Drama	
Assessments:	Lit Knowledge Test Big Q	Core Knowledge Test Creative fiction (Fireside; London)	Lit Knowledge Test Big Q	Lit Knowledge Test Big Q	Core Knowledge Test
Other school intent priorities					
New experiences – broadening horizons	Exploring new themes/global themes Texts in context		Studying writers/texts from different cultures Exploring global themes Texts in context Opportunities for poetry Live lectures	Studying writers/texts from The Canon Studying modern writers (post-modernism) Exploring new themes/global themes Texts in context	

				Opportunities for theatre experience in schools – performance and workshop	
Developing character – <i>Kind, Hard Working, Successful</i>	Confidence in reading for meaning and interpretation; Collaboration for success	Confidence in expressing ideas in written and verbal communication Independence when choosing reading books	Confidence in reading for meaning and interpretation; Collaboration for success	Confidence in reading for meaning and interpretation; Collaboration for success	Confidence in expressing ideas in written and verbal communication Independence when choosing reading books
Context specific need – diversity, inclusion; reading, literacy; mental health	Victorian England in C19th Poverty Class system	Reading Literacy Accelerated Reader		Jacobean/Stuart England in C17th Gender – roles of men and women Treachery Gun Powder Plot Witchcraft	Reading Literacy Accelerated Reader
Curriculum Careers - Gatsby 4	Preparation for academic study at sixth form/college. Research skills and academic essay writing.	Links to developing creative writing for study at A 'level.	Preparation for academic study at sixth form/college. Research skills and academic essay writing.	Preparation for academic study at sixth form/college. Research skills and academic essay writing.	