

Y10 & Y11 Long Term Plan

Y10	Teacher 1 (x3)	Teacher 2 (x1)	SMSC
<p>Autumn 1</p> <p>Autumn 2</p>	<p>Literature paper 1 section A:</p> <p>Shakespeare play – ‘Macbeth’ teacher 1 to focus on reading and understanding of the play and extracts that are not in the booklet.</p> <p><u>Literature assessment:</u></p>	<p>Literature paper 1 section A:</p> <p>Shakespeare play – ‘Macbeth’ teacher 2 to cover the following in more detail: context and analysis of key extracts by using the <u>Macbeth extract booklet</u>.</p> <p><i>Start with Language work below to allow main teacher to read A1 of Macbeth.</i></p> <p><u>Literature assessment:</u> At least one Macbeth extract analysis task completed before the</p>	<p>Moral and Ethical discussions</p> <p>Opportunities to experience live performance</p> <p>Theatre visits</p> <p>Exploring the role of women and gender inequality</p> <p>Discussions around Shakespeare- cultural diversity/relevant or not?</p> <p>Universal themes, love/hate/jealousy links with current modern society</p> <p>Critical thinking skills.</p> <p>How language has evolved over time</p> <p>Spiritual reference and beliefs – Greek Mythology.</p>

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	<p>Starting with this speech, explain how Shakespeare presents Macbeth. Write about:</p> <ul style="list-style-type: none"> • how Shakespeare presents Macbeth in this speech from A2S1 • how Shakespeare presents Macbeth in the play as a whole. <i>(extract is from A2S1 – the ‘dagger’ speech)</i> <p>Language Paper 1 Section A preparation -</p>	<p>teacher 1 actual Macbeth assessment.</p> <p>Language Paper 1 Section B, Q5 preparation - Explorations in creative reading and writing – narrative and descriptive writing.</p> <p><u>Specifically:</u></p> <ul style="list-style-type: none"> • KWA – Language Paper 1 Q5 PP – Q5 skills walk-through • July 2018 Q5 – old man’s face image with 40/40 exemplar response <p><u>Language assessment:</u> At least one Paper 1 Q5 completed in exam conditions by the end of term.</p>	<p><u>Language</u> <u>SMSC/Cultural Capital</u> Texts from a range of cultures Texts from different time periods Texts that sometimes deal with sensitive topics Texts that address issues concerned with the environment and science</p>
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<p>Explorations in creative reading and writing – narrative and descriptive writing.</p> <p><u>Specifically:</u></p> <ul style="list-style-type: none">• PIXL Children of Men walk-through paper with resources• July 2018 Language Paper 1 - 'Mr Fisher' with exemplar answers <p><u>Language assessment:</u> Paper 1 Section A feedback</p>		<p><u>BEST Habits</u> Empathy; Curiosity; Practising; Prioritising</p> <p><u>Transferable skills</u> Working to deadlines Writing for different purposes Articulating a viewpoint Technical accuracy</p>
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	provided on each question.		
Spring 1 Spring 2	Literature paper 1: 19th century novel – <i>The Sign of the Four</i> teacher 1 to focus on reading and understanding	Literature paper 1: 19th century novel – <i>The Sign of the Four</i> teacher 2 to cover the following in more detail: context and analysis of key extracts by using the <u>SO4 extract booklet</u> . <u>Literature assessment:</u>	The role of women in society. Female rights. 19 th century dependent on male members of society to being independent in the 21 st century. Cross cultural connections Great Britain United Kingdom Pre-1947 India Analysing 19 th century racism discourse comparing it to the 21 st century views of students.

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	<p>g of the novel.</p> <p>Literature assessment: How does Conan Doyle present the character of Sherlock Holmes in this extract? Write about:</p> <ul style="list-style-type: none"> • how Conan Doyle presents Holmes in this extract • how Conan Doyle presents Holmes later in the novel <p><i>(extract is from Chapter 1, page 2</i></p>	<p>At least one SO4 extract analysis task completed before the teacher 1 actual SO4 assessment.</p> <p>Language Paper 2 Section B, Q5 preparation - Writers' Viewpoints and Perspectives.</p> <p><u>Specifically:</u></p> <ul style="list-style-type: none"> • Language Paper 2 Q5 PP – Q5 skills walk-through. • Jay Rayner paper Q5 can be used too. • July 2018, Paper 2 Q5 task adapted to a speech to help with 	<p>Crime – who does the treasure really belong to? Injustice/justice prejudice/discrimination.</p> <p>Looking at geographical locations- Andaman Islands –prison for convicts- an Island, other Island in India's Bay of Bengal- Sentinelese people who have not encountered main land communities.</p> <p>Pondicherry Lodge in London- B. Sholto's house is named after a colonial settlement in India.</p> <p>Culture/language - words in Hindi</p> <p>Careers- Doctor, Scientists Forensics, Police Force.</p> <p>Attitudes towards the poor.</p> <p>The enlightenment period – Science/Inventions.</p>
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	<p>– beginning, ‘Why should you, for a mere passing pleasure..’)</p> <p>Language Paper 2 Section A preparation - Writers’ Viewpoints and Perspectives.</p> <p><u>Specifically:</u></p> <ul style="list-style-type: none"> • PIXL paper 2 walk-through Jay Rayner paper with resources • July 2018 Paper 2 ‘surfing’ with 	<p>Spoken Language Study in Y11</p> <p><u>Language assessment:</u> Paper 2 Q5 task below completed in exam conditions by the end of term:</p> <p><i>All sport should be fun, fair and open to everyone. These days, sport seems to be more about money, corruption and winning at any cost.’</i></p> <p>Write a speech for your school assembly in which you explain your point of view on this statement.</p>	<p>Victorian area – corruption/upper classes/respectability/reputation/morality/capitalism.</p>
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	<p>exemplar answers.</p> <p><u>Language assessment:</u> Paper 2 Section A feedback provided on each question.</p> <p><i>Y10 mock exam feedback will take at least one week of spring/summer term</i></p>		
<p>Summer 1</p> <p>Summer 2</p>	<p>Literature paper 2 section B –</p> <p>Poetry: ‘Power and conflict’ teacher 1 to</p>	<p>Literature paper 2 section B - Poetry: ‘Power and conflict’ teacher 2 to focus on revision of poems, context and comparison skills etc.</p>	<p>SMSC</p> <p>Power and Conflict unit explores a number of key SMSC issues:</p> <ul style="list-style-type: none"> -power and abuse of power-by countries/in relationships -by exploring a range of conflicts, students’ knowledge of historical events/prejudice and discrimination is developed -more modern poems explore recent conflicts, issues surrounding immigration etc -allows students to discuss the moral aspects of war

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	<p>focus on teaching the poems in anthology order.</p> <p>Unseen poetry. Unseen analysis skills to be taught through 'Power and conflict' poems. 'Title, top, tail' method etc.</p> <p><u>Literature unseen poetry assessment:</u></p>	<p><u>Literature poetry assessment:</u> Compare the ways poets present power in 'Ozymandias' and in one other poem from 'Power and conflict'.</p> <p>Language Paper 1 and 2 Section B, Question 5 revision.</p>	<p>-allows students to discuss identity</p> <p>BEST Habits Empathy Understanding Questioning Reflectiveness Democracy Respect Tolerance Individual liberty</p> <p>Transferable skills Putting forward a viewpoint Debating topical issues Cross-curricular/political views-History/PDC</p> <p><u>SMSC</u></p> <ul style="list-style-type: none"> • allows students to reflect on their own beliefs and helps • establishes their own relationship with language • presents them with new ideas and philosophies surrounding the themes • introduced to new cultures • Exposure to cultures that were prevalent in the past (Punks, skinheads) and make connections to why these cultures (sub-culture) existed.
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	<p>In 'To a Daughter Leaving Home', how does the poet present the speaker's feelings about her daughter? (24 marks)</p> <p>In both 'Poem for My Sister' and 'To a Daughter Leaving Home' the speakers describe feelings about watching someone they love grow up. What are the similarities and/or differences between the ways the poets present those</p>		<ul style="list-style-type: none">• Poems raise questions and encourage debates about morals and ethics such as race, homelessness, addiction and sexism.• enables students to consider different perspectives and empathise with other characters <p>BEST HABITS: Empathy, curiosity, self-regulation, collaboration, open-mindedness, listening)</p> <p>Transferable Skills Links to other subjects: History, PDC, Sociology, learning new vocabulary, increases confidence in debating and questioning, empathising with people from different walks of life, accepting and understanding a different viewpoint in the wider world</p>
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	<p>feelings? (8 marks)</p> <p><i>(2014 specimen paper)</i></p> <p>Language Paper 1 and 2 Section A revision.</p> <p><i>Y10 mock exam feedback will take at least one week of spring/summer term</i></p>		
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Y11	x3 a week	x1 a week	SMSC
<p>Autumn 1 Autumn 2</p>	<p>Literature paper 2 section A: Modern text – ‘An Inspector Calls’ <i>Model one of the below questions and give the other as the assessment</i> Assessment: Question 1 How and why does Sheila change in An Inspector Calls? Write about: • how Sheila responds to her family and to the Inspector • how Priestley presents Sheila by the ways he writes. OR</p>	<p>Revision of Language Paper 1 and 2 in preparation for December mock exams</p>	<p><u>SMSC/Cultural Capital</u></p> <ul style="list-style-type: none"> • Texts from different time periods • Texts that sometimes deal with sensitive topics • Class system • Politics • WW1 and 2 • Social responsibility • Socialism and Capitalism • Feminism • The patriarchy • Morality <p><u>BEST habits:</u></p> <ul style="list-style-type: none"> • Kindness and empathy • Equality and fairness • Rule of Law and Justice • Individual liberty <p><u>Transferable skills</u></p> <ul style="list-style-type: none"> • Revision of key terms learnt in earlier years • Links to topics taught in history, PDC & Sociology • Essay writing skills and analysis • Ability to debate and discuss wider issues and topics such a politics/ moral responsibility • SPG

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	<p>Question 2 How does Priestley explore responsibility in An Inspector Calls? Write about:</p> <ul style="list-style-type: none">• the ideas about responsibility in An Inspector Calls• how Priestley presents these ideas by the ways he writes. <p><i>Finish</i> Literature paper 2 section B: Poetry: 'Power and conflict'</p>		
Spring 1 Spring 2	Y11 mock exam feedback will take at least one week of spring term	Revision of both Language papers	

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	Spoken Language study (<i>1 week</i>) Ensure Literature course is completed by February half term and then revise both Literature papers		
Summer 1 Summer 2	Revision	Revision	