

Subject: <b>English</b>		Year Group: <b>10</b>
Term 1 Key Focus/Topic(s) <b>An Inspector Calls</b>	Term 2 Key Focus/Topic(s) <b>Poetry anthology: Worlds and Lives</b>	Term 3 Key Focus/Topic(s) <b>Victorian text: A Christmas Carol</b>
Term 1 Assessment Opportunities : <b>Timed essays in class for An Inspector Calls</b> <b>Homework: English Language</b> <b>Paper 1 Section A questions</b>	Term 2 Assessment Opportunities: <b>Timed essays in class for poetry</b> <b>Homework: English Language Paper 1 Section A questions</b>	Term 3 Assessment Opportunities: <b>Timed essays in class for chosen Victorian text</b> <b>Homework: English Language Paper 1 Section A questions</b>
Term 4 Key Focus/Topic(s) <b>Creative Writing: English Language Paper 1 Section B</b>	Term 5 Key Focus/Topic(s) <b>Mock exam preparation: Language and Literature Paper 2.</b> <b>Also preparation of the Spoken Language Unit.</b>	Term 6 Key Focus/Topic(s) <b>Project: English Language Paper 2 Section B skills.</b> <b>Performing Spoken Language Assessments.</b>
Term 4 Assessment Opportunities: <b>Creative Writing: English Language Paper 1 Section B</b>	Term 5 Assessment Opportunities: <b>Mock exam paper: Literature Paper 2 and Language Paper 1.</b>	Term 6 Assessment Opportunities: <b>English Language Paper 2 Section B skills.</b> <b>Spoken Language assessments recorded</b>

Rationale:

- These Scheme of Work build on the skills initiated in Year 9 and allow a combination of Literature and Language skills to be taught concurrently. The rationale behind this is that the students can see the overlap behind analysing the language and structure of a play (AIC) and still apply these skills to a Language extract from the Language paper. We intend that students will develop skills to enable them to get beyond the challenges of GCSE English: e.g. language/vocabulary barriers and have built in opportunities for students to look at current newspaper articles to develop strategies for deciphering unfamiliar language and to expand their cultural capital and contextual understanding. We have specifically thought about how to engage our students and provide topic material that is engaging and develops their skills in a project based learning context.

Evaluation:

- Students will perform a variety of timed essays or questions in the classroom environment, alongside those scaffolded and modelled ready for individual homework completion. They will be able to use the mark schemes to evaluate their own performance and will be able to apply these to exemplar material as well. Our Department's English lessons are about more than just 'exam' preparation though: they are about getting our students to look at how to become articulate, confident users of language so that they can craft and realise their impact in a variety of contexts. We want our students to have ownership of a

variety of learning tools so that they can track their own progress and be supported on their journey: this will be done in a variety of ways – post-mock gap analysis; trackers in exercise books to capture marks; support with active revision styles and strategies; student voice and Quality Assurance of their work.