

OVERVIEW LONG TERM PLAN FOR YEAR 10 (2022-23)

| When? | Summary of knowledge | Assessment Objectives |
|------------------------------|---|---|
| Autumn term 1 (6 ½ weeks) | <p>Characterisation and Conflict (approx. 13/14 lessons)</p> <ul style="list-style-type: none"> Language: Revise key portable concepts surrounding the narrative arc, previous taught at ks3. Develop students' reading confidence with short, challenging fiction texts, including strategies for managing new and unfamiliar vocabulary and increasingly sophisticated inferences. Develop ability to select and comment on evidence selected in support of inferences. <p>Victorian Childhood (approx. 13/14 lessons)</p> <ul style="list-style-type: none"> Language: Revise and develop a variety of reading strategies, including skim, scan, summary, synthesis and comparison within the context of non-fiction texts. Develop confidence with reading challenging 19th century non-fiction texts, including strategies for managing new and unfamiliar vocabulary. Begin to develop students' understanding of the Victorian social class and experiences of childhood in preparation for 'A Christmas Carol'. Revise OREO paragraph structures. | <p>Lang AO1, 2 and 3</p> <p>Lang AO1, 2 and 3</p> <p>Lang AO5</p> |
| Autumn term 2 (8 weeks) | <p>'A Christmas Carol' (approx. 34 lessons)</p> <ul style="list-style-type: none"> Literature: Ensure students understand the plot of 'A Christmas Carol' and how Scrooge makes progress on his journey of redemption. Students should be confident in identify key events that help discuss and explore the redemptive journey. Develop students' ability to analyse a literature text at a word and sentence level, making increasingly sophisticated inferences and selecting appropriate evidence. Develop students' knowledge of Victorian England in so far as it's useful to understand Scrooge's journey of redemption. | Lit AO1, 2 and 3 |
| Spring term 1 (6 weeks) | <p>Shakespeare (approx. 32 lessons) – students will study either 'Macbeth' or 'Romeo and Juliet'</p> <ul style="list-style-type: none"> Literature: Ensure students understand and apply the concept of dramatic tragedy to the play; understand the overall narrative of the play with a focus on the protagonists (Macbeth/Romeo and Juliet)*; continue to develop ability to make secure inferences and support with valid details and evidence from the text; develop close reading and procedural knowledge of analysis required for the extract question; continue to develop ability to write in an appropriately academic and analytical way; recognise and spell correctly key vocabulary; develop confidence with written accuracy and proof reading. <p>* other characters will be taught and considered although not in isolation and only with the purpose of understanding the narrative and motivations/actions of the protagonist characters.</p> | Lit AO1, 2 and 4 |
| Spring term 2 (5 weeks) | <p>Characters through dialogue (approx. 9 lessons)</p> <ul style="list-style-type: none"> Language: Revise how to punctuate character dialogue correctly (speech marks, commas etc); revise direct and reported speech; learn how dialogue can develop the reader's understanding of character and action; apply this learning to the rising action and climax sections of a narrative arc to develop tension. <p>20th century fiction revision and the evaluate question (approx. 5 lessons)</p> <ul style="list-style-type: none"> Language reading: revise procedural knowledge previously taught at the start of the year (AO1, AO2); teach evaluation of character (AO3) with a focus on vocabulary development and recognising the 'point of change' for the character*. Develop students' understanding of different types of romantic relationships (portable knowledge that may be useful in other reading and literature texts). <p>* The evaluation question will focus on character, rather than other potential foci (i.e. relationships, endings, tension etc)</p> <p>Anthology Block One and Two</p> <ul style="list-style-type: none"> Literature: revise a poem initially studied in year 9; introduce a key theme and teach a further three poems linking back to the theme; continue to develop analytical reading and writing; build upon student ability to weave contextual information into their analysis of a poem; introduce procedural knowledge of poetry comparison through verbal rehearsal and practise. | <p>Lang AO5 and 6</p> <p>Lang A1, 2, 3 and 4</p> <p>Lit AO1, 2 and 3</p> |
| Summer term 1 (3 ½ weeks) | <p>Anthology Block Three</p> <ul style="list-style-type: none"> Literature: revise a poem initially studied in year 9; introduce a key theme and teach a further three poems linking back to the theme; continue to develop analytical reading and writing; build upon student ability to weave contextual information into their analysis of a poem; introduce procedural knowledge of poetry comparison through graphic organisers. <p>Gender Stereotypes (approx. 18 lessons)</p> <ul style="list-style-type: none"> Language: Develop students' abilities to read a range of challenging materials ranging from fiction and non-fiction with increasing confidence. All reading materials will explore gender, tracking through from the late 19th century through to the modern age. Students will explore gender stereotypes and how they are challenged and reinforced through these texts. Emphasis will be placed upon a variety of reading strategies previously taught in early year 10, with a focus on developing confidence, speed and accuracy. Students will also develop their confidence with developing insightful inferences and discussing these inferences in an appropriately analytical or evaluative manner. Revise OREO paragraphs, coherence and planning of a whole transactional text. | <p>Lit AO1, 2 and 3</p> <p>Lang AO1, 2, 3 and 4</p> <p>Lang AO5 and 6</p> |
| Summer term 2 (6 weeks) | <ul style="list-style-type: none"> Literature: Through exposure to a range of reading materials, students will develop knowledge of gender that will be useful to year 11 studies of, for example, 'An Inspector Calls' but also some of the anthology and unseen poetry that they will be encountering. <p>Shakespeare (approx. 4/5 lessons)</p> <ul style="list-style-type: none"> Literature: Revisit the studied Shakespeare play and apply knowledge of gender to explore issues of masculinity and femininity within the play. <p>Unseen Poetry (approx. 9 lessons)</p> <ul style="list-style-type: none"> Literature: Transfer portable concepts about engaging with poetry from anthology poetry to unseen poetry. Develop students' confidence with forming a coherent reading of an unseen poem, whilst selecting appropriate evidence in support of their reading. Develop students' confidence by exposing them to a range of different poems with different themes. | <p>Lit AO1 and 2</p> <p>Lit AO1 and 2</p> <p>Lit AO1 and 2</p> |

