



YEAR 10 2023-24 Autumn 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Language Paper 2 / Begin 'An Inspector Calls'

Curriculum Intent

As the students move from KS3 to the beginning of their GCSE courses the theme of making a difference gives students the chance to reflect on what they want to achieve for themselves and others in the next two years. The content elements are interleaved with the intention of giving students a historicist perspective on themes such as class and gender and allowing them to relate high quality fiction and non-fiction to their own lives and world. This historicist knowledge will also help students prepare for the study of A Level Literature.


In addition to working further on objectives from Years 7-10, pupils will be taught, following National Curriculum guidelines, the following this term:

NC Links:

Read and appreciate the depth and power of the English literary heritage through:

- reading An Inspector Calls and a selection of thematically linked extended literary non-fiction.
- choosing and reading books thematically linked to An Inspector Calls independently for challenge, interest and enjoyment.

<p>Skills / National Curriculum Links</p>	<p>Understand and critically evaluate texts through:</p> <ul style="list-style-type: none"> • reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes. • drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation. • identifying and interpreting themes, ideas and information. • exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects. • seeking evidence in the text to support a point of view, including justifying inferences with evidence. • distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence. • analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact. • making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading. • make an informed personal response, recognising that other responses to a text are possible and evaluating these. <p>Writing accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> • adapting their writing to give a viewpoint. • selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis. • selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate.
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	<ul style="list-style-type: none"> make notes, draft and write, including using information provided by others. <p>Revise, edit and proof-read through:</p> <ul style="list-style-type: none"> reflecting on whether their draft achieves the intended impact. paying attention to the accuracy and effectiveness of grammar, punctuation and spelling. <p>Consolidate and build on knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> studying their effectiveness and impact in the texts they read. drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects. using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language. <p>Speak confidently, audibly and effectively, including through:</p> <ul style="list-style-type: none"> using Standard English. listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary. <u>listening and responding in a variety</u> of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
Cross Curricular Links	<p>SMSC: Spiritual, moral, social and cultural values are represented by the choice of fiction and non-fiction texts within the unit of work as well as the explicit teaching of contextual factors.</p> <p>PSHE/British Values: Individual liberty, mutual respect and tolerance are represented by the choice of fiction and non-fiction texts within the unit.</p> <p>Numeracy: N/A</p>
Literacy	<p>Vocabulary</p> <p>Tier 2 – suggests, implies, portrays, connotes, notably, critically, importantly, however, in comparison, similarly.</p> <p>Tier 3 – see language paper 2 and AIC vocabulary booklets in units of work</p> <p>Reading Strategies – comprehending, inferring, deducing, predicting, questioning, summarising, clarifying.</p> <p>Writing opportunities – extended writing to present a viewpoint.</p>
Becoming future ready	 <p>Personal Skills / skills builder:</p> <p>Careers/Employability: Proof reading and editing, written communication.</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

QFT/SEND Provision	<p>By product: All students will be taught to produce high-quality pieces of written English, including high quality analytical essays.</p> <p>By resource: All students will be given a range of resources including knowledge organisers, vocabulary mats, reciprocal reading mats and revision booklets. Individual powerpoint presentations have sections for students aiming for grades 7-9. However, these are taught to all students to encourage ambition. Model answers are available at all grades.</p> <p>By Intervention: Wave 1 – high quality teaching, wave 2 – support sessions for identified cohorts, wave 3 – support for individual students by the class teacher.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	To be able to:
Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. Communicate clearly and effectively, selecting and adapting tone, style and register for viewpoint writing Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (specifically pronouns to create address, academic verbs to analyse and repeating verbs to create anaphora.) <p>Red denotes interleaving; aspects of knowledge covered previously.</p> <p>The following planning table together with the long-term scheme of work and lesson powerpoints outline how knowledge and skills will be taught as well as how learners' understanding will be checked, how misconceptions will be addressed and how teaching sequences can be adapted as and when necessary.</p>
Current learning to be developed in the future within:	Interleaved learning is outlined in the long-term scheme and shows how content is revisited to ensure it is remembered.
Assessment	All assessments on this unit are highlighted in green in the planning table below. Impact will be measured through a range of formative and summative assessments and support will be put in to place when teachers judge that students are not fulfilling

	<p>their potential. Our aim is to ensure all students perform to the best of their ability and are ready for the next stage of their education or career by the end of the GCSE course.</p> <p>Refer to assessment maps, and for formative and summative assessment opportunities.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>