



YEAR 10 2023-2024 Spring term

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic:

Language Paper 1 / Power and Conflict Poetry / Language Paper 2 reading

Curriculum Intent

In addition to developing the skills and knowledge listed below, we aim to give all students access to a wide range of high-quality texts in order to develop their language and communication skills, as well as their cultural capital and empathy to allow them to be fulfilled in their future lives and employment and contribute positively to society. We aim to foster a love of reading for all students so that they read independently, widely and often.

NC Links:

Reading


Pupils should be taught to:

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

- Reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism including:
- Works from the 19th, 20th and 21st centuries
- Poetry since 1789, including representative Romantic poetry
- Re-reading Literature and other writing as a basis for making comparisons
- Choosing and reading books independently for challenge, reading 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</p> <p>Pupils should be taught to:</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> • adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information and argue. • 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. • make notes, draft and write. <p>Revise, edit and proof-read through:</p> <ul style="list-style-type: none"> • reflecting on whether their draft achieves the intended impact. • Restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness.
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	<ul style="list-style-type: none"> • paying attention to the accuracy and effectiveness of grammar, punctuation and spelling. <p><u>Grammar and vocabulary</u></p> <p>Pupils should be taught to: 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 using these consciously in their writing to achieve particular effects. • using linguistic and literary terminology accurately and confidently in discussing reading and writing. <p><u>Spoken English</u></p> <p>Pupils should be taught to: Speak confidently, audibly and effectively, including through:</p> <ul style="list-style-type: none"> • using Standard English when the context and audience require it. • listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary. • Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary, • listening and responding in a variety of different contexts.
Cross Curricular Links	<p>SMSC: Spiritual, moral, social and cultural values are represented by the choice of poetry, 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 poetry, fiction and non-fiction texts within the unit.</p> <p>Numeracy: N/A</p>
Literacy	<p>Vocabulary Tier 2 – hubris, exploitation, patriarchal, dissent, exposure, trauma, transience, emigree, colonialism, incantation Tier 3 – juxtaposition, volta, noun, setting, narrative structure, stanza, voice, speaker, monologue, sibilance, blank verse, simple sentence, dynamic verb, denouement, symbolism, adverb, perspective</p> <p>Reading Strategies – comprehending, inferring, deducing, predicting, questioning, summarising, clarifying, connecting.</p> <p>Writing opportunities – extended writing to present a describe and narrate, proof-reading and editing, essay writing</p>

Becoming future ready	 <p>Personal Skills / skills builder: Careers/Employability: Proof reading and editing, written and spoken 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 and spoken English as well as 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	
Learning Outcomes (Knowledge)	The following planning table together with the long-term curriculum map 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.
Current learning to be developed in the future within:	Interleaved learning is outlined in the long-term curriculum map and shows how content is revisited to ensure it is remembered.
Assessment	<p>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 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

Attainment and Progress – Refer to assessment results / data review documentation.

Teacher notes:**Key resources:**

These are outlined below in the medium-term planning section of this document

Medium term planning

WALTs	Suggested Activities / Resources / Links
WALTs are outlined in the teaching powerpoints within the units if they are not in this column below	<p><u>Key resources:</u></p> <ul style="list-style-type: none">• Lesson powerpoints. <p><u>Language Paper 1 reading section linked to Power and Conflict poetry</u></p> <p><u>Lesson 1 – nouns introduction to Language Paper 1</u></p> <p>Follow the powerpoint. Students will need a copy of the Language paper 1 mini mock linked to P and C poetry (mock number 2 linked to ‘London.’)</p> <p><u>Lesson 2 – language paper 1 questions 1 and 2</u></p> <p>Follow the powerpoint. Students will need a copy of the Language paper 1 mini mock linked to P and C poetry (mock number 2 linked to ‘London.’) that they used last lesson. Teachers will give written feedback on two paragraphs of question 2. This will include whole class verbal feedback which the students will write down and personalise feedback</p>

using a marking sticker as well as annotation using the SPaG codes. Teachers should set a homework of a question 2 from a past paper of their choice. The past papers are in the unit folder.

Lesson 3 – Language Paper 1 – question 3

Follow the lesson powerpoint. Each student will need their copy of the Language paper 1 mini mock linked to P and C poetry (mock number 2 linked to ‘London.’) that they used last lesson.

Homework – a past paper 1 question 3 of your choice. All past papers are in a clearly labelled folder in the unit of work.

Lesson 4 – Language Paper 1 – question 4

Follow the lesson powerpoint. Each student will need their copy of the Language paper 1 mini mock linked to P and C poetry (mock number 2 linked to ‘London.’) that they used last lesson.

There is a slide for students to peer or self-assess their answer to Q4. They will each need a marking sticker for this.

Homework – a past paper 1 question 4 of your choice. All past papers are in a clearly labelled folder in the unit of work

Power and Conflict poetry

All students will need their own copy of the anthology as well as the printed revision guide (all of these are in R313 – please let me know if you are not sure which to get.)

Ozymandias – Percy Bysshe Shelley

Follow the lesson powerpoint. Be sure to use your visualiser when annotating.

London – William Blake

Follow the lesson powerpoint. Be sure to use your visualiser when annotating. There is a homework task on the last slide to complete the Ozymandias and London quizzes on Seneca. There are a range of quizzes on each poem and you should choose those best suited to the ability of your class. These quizzes are also a formative assessed piece.

English Lit: AQA GCSE Poetry - Power & Conflict

1 Ozymandias - Percy Bysshe Shelley (1792-1822)

☐ 1.1 Ozymandias Analysis

2 London - William Blake (1757-1827)

☐ 2.1 London Analysis

The Prelude – William Wordsworth

Follow the lesson powerpoint. Be sure to use your visualiser when annotating.

My Last Duchess – Robert Browning

Follow the lesson powerpoint. Be sure to use your visualiser when annotating. **There is a homework task on the last slide.**

Charge of the Light Brigade – Alfred Lord Tennyson

Follow the lesson powerpoint. Be sure to use your visualiser when annotating.

Practice essay 1

This will need to take place during the week beginning 22.1 as it is practice for the assessment essay which will take place in a lesson during the w.b. 29.1

All instructions are on the slides and you should read these before the lesson.

Students should be given a copy of the revision guide from R313 at this point if they have not already had one.

There is a revision homework on the final slide.

Exposure – Wilfred Owen

Follow the lesson powerpoint. Be sure to use your visualiser when annotating.

Summative assessment

Some classes are at a slightly different point so some assessments will be done during the w.b. 29.1.24 and 5.2.24.

Classes should have completed the unit of work up to and included practice essay 1 before completing the essay.

There are two separate titles; one for classes doing the assessment in the first week, one for those doing it in the second. This is to minimise the chance of students in different classes finding out the named poem. There is a powerpoint with the assessment titles in in the summative assessment folder and teachers will also be sent a marking and feedback protocol sheet.

The assessment is closed book, no notes, 45 mins just as students will do in the real exam. All the teacher will need to do is print out the named poem and put the assessment slide on the board.

Students should complete the assessments in their books.

Storm on the Island – Seamus Heaney

Follow the lesson powerpoint. Be sure to use your visualiser when annotating.

Language Paper 1 – lesson 5 – What makes fiction interesting?

We will now loop back to language paper 1 to practice question 5 – narrative / descriptive writing. Follow the powerpoint. Students will need a copy of the language paper 1 mini mock ‘Blood and Sugar’ which we used for the reading questions and is in the paper 1 folder (they may also still have a copy in their books.)

Language Paper 1 – lesson 6 – narrative writing

Follow the powerpoint.

There is a homework activity at the end of this slide.

Bayonet Charge – Ted Hughes

Follow the lesson powerpoint. Be sure to use your visualiser when annotating.

Remains – Simon Armitage

Follow the powerpoint.

There is a homework activity at the end of this slide on Seneca quizzes for 3 poems. Each poem has a range of quizzes and you should choose those most relevant for your own class' ability.

This is also a formatively assessed piece

Poppies – Jane Weir

Follow the powerpoint.

As outlined in the long term planning document we will now re-cap Language Paper 2 from Autumn 1 using non-fiction texts contextually linked to the Power and Conflict poems studies so far.

Language Paper 2 lesson 1 – conjunctive adverbials and question 1

Follow the powerpoint. Students will each need a copy of the 'Poppies – context' document in the lesson folder.

Language Paper 2 lesson 2 – question 2

Follow the powerpoint. Students will each need a copy of the 'Poppies – context' from last lesson as well as the 'Remains' context document for the lesson folder. There is a homework task on the final slide.

Language Paper 2 lesson 3 – question 3

Follow the powerpoint. Students will each need a copy of the 'Remains – context document' from last lesson.

Language Paper 2 lesson 3 – question 4

Follow the powerpoint. Students will each need a copy of the ‘Remains and Poppies context documents’ from last lesson.

Question 4 is a calendared feedback piece in the marking policy. Whole class – teacher - verbal - written down by students. Personalised – teacher - written with CHS sticker + SPaG annotations.

P and C poetry

War Photographer

Follow the lesson powerpoint. Be sure to use your visualiser when annotating.

here is a homework activity at the end of this slide on Seneca quizzes for 2 poems. Each poem has a range of quizzes and you should choose those most relevant for your own class’ ability.

This is also a formatively assessed piece

Tissue

Follow the lesson powerpoint. Be sure to use your visualiser when annotating.

The Emigree

Follow the lesson powerpoint. Be sure to use your visualiser when annotating.

There are slides for students to peer or self-assess their mini poetry essay. They will each need a marking sticker for this.

Checking out me History

Follow the lesson powerpoint. Be sure to use your visualiser when annotating.

	<p><u>Kamikaze</u></p> <p>Follow the lesson powerpoint. Be sure to use your visualiser when annotating. Students will need A3 copies of the comparison grid on the final slide. Poems go down the left; themes across the top.</p> <p>End of unit</p>
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