

Year 10 Social Responsibility Through Time

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Language Paper 2: Good Education	Literature Paper 1: A Christmas Carol Anthology Poems: <i>London</i> <i>Checking Out Me History</i> (for Black History month in October)	Literature Paper 2: Lord of the Flies Anthology Poems: <i>The Prelude, Storm on the Island</i> (power of nature)		Two language lesson per week: English Language Paper 1 Sections A and B Plus: Two literature lesson per week: Anthology Poems: <i>The Emigree, Tissue, Kamikaze</i>	
Key concepts	Comparing ideas, viewpoints and perspectives in non-fiction texts How writers use language to convey viewpoints and perspectives in non-fiction texts Features of successful speeches	Cultural capital: Poverty in Victorian London Social Responsibility Charity and Education Christmas Spirit Redemption Family How Dickens conveys his ideas on the above in <i>A Christmas Carol</i>	Cultural capital: Power and Leadership Civilisation and Society Descent into savagery Innocence Nature vs nurture: Innate human evil Social class		Links: poems explore connections to the past.	Language Paper 1: Identifying the 'big picture' in unseen texts Q1: Select explicit information and ideas Q2: Use TEAZ / BTEAZ to comment on writers use of language Q3: Use Where/ What / Why + structural techniques to comment on writers use of structure Q4: Use PEMAL to evaluate texts Q5: Purpose and Audience Paragraphing Structural features Range of vocabulary Linguistic devices Accuracy and range of punctuation Sentence Variation Accuracy of spelling
Knowledge & Understanding Milestones	Making inferences Summarising similarities and differences Using TEAZ to discuss use of language. Using PEMAC for Q4 to compare writers' viewpoints and perspectives Speech writing: Clear plan / structure Using range of rhetorical devices Using punctuation for effect / tone	Understanding context: Victorian London Dickens' context Key Themes Plot and Structure Characterisation: Dickens' language and style Learning Quotations Answering extract based questions.	'The Lord of the Flies' Understanding context: Britain Post WW2 Golding's context Early children's fiction Key Themes Plot and Structure Characterisation: Goldings' language and style Symbolism Learning Quotations Answering exam style questions	Poems from the 'Power and Conflict' Section Compare two poems Use references to support ideas Explain methods Use correct terminology Explain effect of methods on reader Show understanding of relationships between texts and context	Read, understand and respond to poetry Analyse language, form and structure Understand relationships between texts and contexts	

Scaffolding for SEND to ensure quality first teaching.	Dept ppt formatting OpenDyslexic font for display Key unfamiliar vocab introduced /displayed Differentiated worksheets Challenge tasks included for HA	Dept ppt formatting OpenDyslexic font for display Key unfamiliar vocab displayed Differentiated worksheets Challenge tasks included for HA	Dept ppt formatting OpenDyslexic font for display Key unfamiliar vocab displayed Differentiated worksheets Challenge tasks included for HA		Dept ppt formatting OpenDyslexic font for display Key unfamiliar vocab displayed Differentiated worksheets Challenge tasks included for HA	Dept ppt formatting OpenDyslexic font for display Key unfamiliar vocab displayed Differentiated worksheets Challenge tasks included for HA
Careers input	Importance of communication skills: written and oral Power of rhetoric	Importance of communication skills: written and oral Equality and Diversity	Importance of communication skills: written and oral Equality and Diversity		Importance of communication skills: written and oral Equality and Diversity	Importance of communication skills: written and oral
Links (prior knowledge, future knowledge)	In subject: Prior knowledge: Year 8: Two Minutes to Save the World Year 9: Powerful Voices Future knowledge: Year 11 Mock prep + Speaking and Listening NEA Outside of subject:	In subject: Y7: Gothic literature Y7: <i>David Copperfield</i> – intro. to Dickens Y8: Children in Prison – Victorian context Y10: Good Education – Victorian context: The Ragged School Outside of subject:	LOTF In subject: Y8: <i>An Inspector Calls</i> (Social Class/ Responsibility) Y9: War and Conflict Y9: <i>Of Mice and Men</i> - friendship Y10: <i>A Christmas Carol</i> – Social Responsibility / Allegory Outside of subject:	Poetry In subject: Year 7: Poetry Year 8: Caribbean Poetry Year 9: Caged Birds Outside of subject:	In subject: Year 7: Poetry Year 8: Caribbean Poetry Year 9: Caged Birds Year 9: <i>The Crossing (The Emigree)</i> Outside of subject:	In subject: Year 7: Fantasy Fiction / Gothic/Oliver Twist Year 8: Sherlock Holmes/Every Picture Year 9: Writing Fiction Outside of subject:
Key Vocabulary	Fact Opinion Inference Rhetoric	Poverty Social Responsibility Redemption Gothic Workhouse Symbolism Allegory	Civilisation Savagery Nature vs Nurture Pathetic fallacy Original sin Outsider	Imagery: Simile / Metaphor / Personification Onomatopoeia Alliteration Repetition Rhyme Rhythm	Imagery: Simile / Metaphor / Personification Onomatopoeia Alliteration Repetition Rhyme Rhythm	Tense Mood/Tone Linguistic devices Figurative Language Structural features
Review & Assessment Dates (including opportunities for retrieval practice)	Independent Practice: Language Paper 2: two weeks apart: Teach Section A: Assess Teach Section B: Assess	Independent practice: <i>A Christmas Carol</i> January 2023		Independent Practice: 'The Lord of the Flies'	Classwork	MOCK: Lang paper 1