

 <p>English Literature (AQA)</p>	<p>Intent – To ensure that all students can:</p> <ul style="list-style-type: none"> read a wide range of classic literature fluently and with good understanding, and make connections across their reading; read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas; develop the habit of reading widely and often; appreciate the depth and power of the English literary heritage write accurately, effectively and analytically about their reading, using Standard English; acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read. 		
<p>Year 10</p>	<p>Power and Conflict: poetry anthology Shakespeare (Macbeth or Much Ado About Nothing) (September – December)</p>	<p>Power and Conflict: poetry anthology Modern Texts (An Inspector Calls or Animal Farm) (January – May)</p>	<p>Power and Conflict: poetry anthology Unseen Poetry (June – July)</p>
<p>Knowledge (facts, information, concepts and key terminology)</p>	<p>Power and Conflict poetry: war poetry Students will know how poets writing about war employ language, form and structure to create meaning in their poetry, with a focus on knowing key poetic terms. For each poem they study, they will be taught the key contextual influences on the production and/or reception of the work.</p> <p>Shakespeare: Macbeth or Much Ado about Nothing Students will know the plot and key narrative aspects of their studied play and know how Shakespeare has employed language, structure and form to create meaning. They gain a good understanding of the plot of the play and understand how language, form and structure is used to create meaning. Students will also make evaluations regarding the purpose and intentions of the playwright and the contextual factors that have shaped their work. Students will also know subject specific terminology to utilise when discussing and analysing the play.</p>	<p>Power and Conflict poetry: Romantic poetry Students will know how Romantic poets employ language, form and structure to create meaning in their poetry, with a focus on knowing key poetic terms. For each poem they study, they will be taught the key contextual influences on the production and/or reception of the work.</p> <p>Modern Texts: An Inspector Calls or Animal Farm Students will know the plot and key narrative aspects of their studied modern text and know the writer has employed language, structure and form to create meaning. They gain a good understanding of the plot of the text and understand how language, form and structure is used to create meaning. Students will also know the writer’s purpose and intentions as well as contextual factors that have shaped their work. Students will also know subject specific terminology to utilise when discussing and analysing the selected text.</p>	<p>Power and Conflict poetry: poetry about conflict Students will know how poets employ language, form and structure to explore forms of conflict in their poetry, with a focus on knowing key poetic terms. For each poem they study, they will be taught the key contextual influences on the production and/or reception of the work.</p> <p>Unseen Poetry Students will know how poets employ language, form and structure to create meaning in their poetry, with a focus on knowing key poetic terms. They will know how to approach a poem, never before studied with independence and resilience.</p>
<p>Understanding (ability to connect and synthesise knowledge within a context)</p>	<p>Unseen Poetry and Power and Conflict poetry study <i>Literal and inferential comprehension:</i> understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events <i>Critical reading:</i> identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text <i>Evaluation of a writer’s choice of vocabulary, grammatical and structural features:</i> analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation <i>Comparing texts:</i> comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above</p> <p>Shakespeare and modern texts <i>Literal and inferential comprehension:</i> understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events <i>Critical reading:</i> identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text <i>Evaluation of a writer’s choice of vocabulary, grammatical and structural features:</i> analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation.</p>		
<p>Skills (successful application of knowledge and understanding to a specific task)</p>	<p>Unseen Poetry and Poetry Cluster AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response, and use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Shakespeare and modern texts AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response, and use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>		
<p>Formal Assessments</p>	<p>November: Shakespeare assessment.</p>	<p>January: Shakespeare mock exam</p>	<p>April: Modern texts assessment</p>
<p>By the end of the year, students on course for at least a grade 5 will...</p> <ul style="list-style-type: none"> develop a generally coherent and engaged response to explicit and implicit meanings of texts develop a clear understanding of the ways in which writers use language, form and structure use apt textual references to support responses use understanding of contexts to inform responses to texts make credible comparisons between texts. 			

