

# Curriculum map by Year: Year 10 2023-2024

Pause and Reflect

RAP Assessment

Extended Written Response

Autumn Term One – A Christmas Carol (with various unseen and power and conflict poetry comparisons) Morality and Immorality						
		Literature Lesson Focus	Language Lesson Focus	Homework	Assessment	
Autumn 1	04.09.23	Week 1	<p><b>Lesson 1 –</b> <i>Enquiry Question – How does context influence what a writer writes?</i> Victorian Context – 19<sup>th</sup> century beliefs and the idea of Dickens as a social novelist</p> <p><b>Lesson 2 –</b> <i>Enquiry Question – How does context influence what a writer writes?</i> Victorian Context – analysing the preface/ what are Dickens intentions with his novella? Beliefs about ghosts and religion</p> <p><b>Lesson 3 –</b> <i>Enquiry Question - How does the poet use language to present London?</i> (1794) London - analyse the language and label devices. What were Blake’s intentions? How does he use language to present a viewpoint?</p>	<p><b>Lesson 1 –</b> <i>Enquiry Question – How are structural arcs created? What are typical patterns of structure?</i> Focus on structural devices in general, the structural arc/ typical patterns of structure Where have we seen this before?</p> <p><b>Lesson 2 –</b> <i>Enquiry Question - How are structural devices used for impact?</i> Specific structural devices What are they? What effects do we expect them to have? How to plot structure across a given extract. Look at a film still and plot the structure of the still images/ how does structure build a specific character or setting?</p>	‘London’ by William Blake – wider reading around the text	
	11.09.23	Week 2	<p><b>Lesson 1 –</b> <i>Enquiry Question - How does Dickens present Scrooge in the opening of the novella?</i> Intro to Scrooge – Analysis of names/ how does Dickens use physiognomy to create his characters? Read to page 3 and analyse the methods used. Epithets for Scrooge in the opening three pages.</p> <p><b>Lesson 2 – Enquiry Question – How does Dickens present Scrooge in the opening of the novella?</b> Analysing Scrooge Extended Response Couch to 5k.</p> <p><b>Lesson 3 –</b> Whole Class Feedback</p>	<p><b>Lesson 3;</b> <i>Enquiry Question: How is the bildungsroman structure effective in building character?</i> Extract 1 ‘Oliver Twist’ by Charles Dickens. Focus on bildungsroman structure/ contextual links to Dickens and social novel Effect of the bildungsroman structure? Look at further examples of this structure in one other extract</p> <p><b>Lesson 4 – Creative Writing focus</b> <i>Enquiry Question: How do writers use structural devices to create a strong opening?</i> Weather and setting descriptions. Pathetic fallacy. How to build tone and atmosphere through weather.</p>	Study of a character	
	18.09.23	Week 3	<p><b>Lesson 1 –</b> <i>Enquiry Question – How does Dickens present the relationship between Scrooge and Fred?</i> Scrooge and Fred – Fire and Ice. Read to page 9. Compare the imagery used for fire and ice. How is symbolism used? What is a motif? Complete the grid to compare Scrooge and Fred.</p> <p><b>Lesson 2 –</b></p>	<p><b>Lesson 5;</b> <b>UNSEEN POETRY</b> <i>Enquiry Question: How does Blake express anger at the treatment of children in the 19<sup>th</sup> century?</i> Look at ‘Holy Thursday’ by William Blake – how does Blake use structural devices to show his perspective. How does this link to ‘Oliver Twist’?</p>	The origins of ‘A Christmas Carol’ – reading and comprehension questions	

			<p><i>Enquiry Question - How does Frost use language to present the opposing ideas of fire and ice?</i> Unseen Poem - Robert Frost Fire and Ice Analyse the poem and label the devices. Consider how the poet presents the fire and ice? What could these be a metaphor for? What are the poet's intentions?</p> <p><b>Lesson 3 –</b> <i>Enquiry Question – How does Dickens present the attitudes towards the poor?</i> Attitudes towards the poor – Read the contextual information about poverty in London. Consider Malthusian ideology. Analyse the language used to present Scrooge's attitudes towards the poor.</p>	<p><i>Enquiry Question: How does Dickens develop characterisation through the character of Oliver Twist?</i> Look at further extracts from 'Oliver Twist' – how has the characterisation developed? What's changed about Oliver? How is the reader positioned to feel at different points in the novel?</p> <p><b>Lesson 6 – creative writing focus</b> <i>Enquiry Question: How is withholding information effective in hooking a reader's attention?</i> Withholding information through characterisation – how to include this device in our own writing. How to build tension, interest etc.</p>		
25.09.23	Week 4	<p><b>Lesson 1 –</b> <i>Enquiry Question – How does Dickens present the relationship between Scrooge and Bob?</i> Scrooge and Bob – Consider how Bob is presented when asking for the time off for Christmas. Analyse the language.</p> <p><b>Lesson 2 –</b> <i>Enquiry Question – How does Dickens present Marley's ghost?</i> Marley's Ghost – consider ideas about purgatory. How does this link to what we know about Victorian beliefs about ghosts. Read to page 19. Answer a range of questions about the presentation about Marley's ghost.</p> <p><b>Lesson 3 – Extended Writing – analysis of impact of Marley on Scrooge.</b> Couch to 5k – create a thesis statement and analyse the language used to present Marley's ghost. Contextual links; consider the bowels of compassion. Analyse the language used to present the ghost.</p>	<p><b>Lesson 7:</b> <i>Enquiry Question: How does the structure of the beginning of a novel impact the authors view on character?</i> Extract 2 'Pride and Prejudice' – how the structure at the beginning impacts our view of the Bennett family. Idea of sudden structure impact. Look at the status of women- how is this impacted by the structure (context) <b>RAP Assessment 1</b></p> <p><b>Lesson 8 – Creative writing focus</b> <i>Enquiry Question: How does Duffy differ in her structural devices compared to Dickens and why?</i> UNSEEN POEM – connect to Havisham by Carol Ann Duffy How to create a gradual structure compared to the sudden style created in the poem. What devices does the poem use? How can we use these devices to introduce a character?</p>	Gender roles in 19 <sup>th</sup> Century	<b>RAP Assessment 1</b>	
02.10.23	Week 5	<p><b>Lesson 1 –</b> <i>Enquiry Question – How does Dickens present The Ghost of Christmas Past?</i> The Ghost of Christmas Past - read to page 19 and analyse the language used/ answer the questions. References to light and ice – to connect back to previous lesson</p> <p><b>Lesson 2 –</b> <i>Enquiry Question – How does Dickens present Scrooge's past?</i></p>	<p><b>Lesson 9</b> <b>UNSEEN POEM</b> <i>Enquiry Question: How does Duffy present ideas about love and relationships in her poem compared to Austen?</i> Look at Carol Ann Duffy's poem 'Valentine' How does she construct the ideal relationship – how is the structure enforcing this idea of a happy ending? Compare to Miss Havisham – begin conversation around her as not being able to fulfil a happy ending</p> <p><b>Lesson 10 – Creative writing focus</b></p>	The presentation of Miss Havisham		

		<p>Scrooge's Childhood – read to page 28. Grid – how does Dickens create empathy for Scrooge in this part of the text?</p> <p><u>Lesson 3 -</u>  <i>Enquiry Question – How does Dickens present Fezziwig? What role does Fezziwig present in the novella?</i>          Fezziwig – answer questions and identify binary opposites in a specific quote. Compare Scrooge as a boss to Fezziwig as a boss.</p>	<p><i>Enquiry Question: How does Dickens use sentence structure and punctuation for impact?</i>          Look at use of commas, idea that 19<sup>th</sup> century writers wanted to show their educated status</p>		
09.10.23	Week 6	<p><u>Lesson 1 –</u>  <i>Enquiry Question – How does Dickens present Belle? How does she impact Scrooge's life?</i>          Belle – Read to the end of Stave 2. Analyse quotes about Belle.</p> <p><u>Lesson 2 –</u>  <i>Enquiry Question – How do both poets present ideas about love and relationships?</i>          Unseen Poem – Yours Daniel Hoffman links to 'tree imagery' 'growing tree' ACC and tree without leaves in yours. Metaphor from ACC 'springtime in haggard winter of my life' link to 'bleakness with no spring' in yours.</p> <p><u>Lesson 3 –</u> Unseen extended response Q1. 24 mark question. To be marked</p>	<p><u>Lesson 11</u>  <i>Enquiry Question: How is a gradual release of information effective?</i></p> <p>Compare 'Pride and Prejudice' to the gradual introduction of Miss Havisham in 'Great Expectations'. Effect of this gradual release of information compared to sudden with the Bennetts?</p> <p>Couch to 5k – How do writers use sudden and gradual structural impacts? How do they differ across 'Pride and Prejudice' and 'Great Expectations'?</p> <p>Aim to write a comparative paragraph.</p> <p><u>Lesson 12 – Creative writing focus</u>  <i>Enquiry Question: How do writers use declaratives to aid with characterisation?</i>          Look at Pride and Prejudice – Austen's examples of declaratives? How are they impactful?          Students to construct their own in order to build a character.</p>	Unseen Poetry – 'Scaffolding' by Seamus Heaney	
16.10.23	Week 7	<p><u>Lesson 1 – Whole Class Feedback</u></p> <p><u>Lesson 2 –</u>  <i>Enquiry Question – How does Dickens present the reaction to the Ghost of Christmas Present?</i>          Ghost of Christmas Present – Scrooge's reaction to the ghost.</p> <p>Analyse the connection to Father Christmas – look at the way he is presented.</p> <p><u>Lesson 3 –</u>  <i>Enquiry Question – How does Dickens present the Cratchits in the novella?</i></p>	<p><u>Lesson 13;</u>          RAP Assessment 2</p> <p><u>Lesson 14:</u>          WCF Lesson</p>	Victorian beliefs about the supernatural	Language RAP Assessment 2

			The Cratchits – Analysis of the language used to describe the Cratchits. Link to context			
	23.10.23	Week 8	<p><u>Lesson 1 –</u> <i>Enquiry Question – How does Dickens use the imagery of Ignorance and Want to show his views?</i></p> <p>Ignorance and want – Poor laws context. What is the writer’s intention by including the children ‘Ignorance’ and ‘Want’?</p> <p><u>Lesson 2 – Enquiry Question – How does Dickens explore ideas about poverty in A Christmas Carol?</u> <b>Extended Response</b></p> <p><u>Lesson 3 –</u> Whole Class Feedback.</p>	<p><u>Lesson 15 – Creative writing lesson focus</u> <i>Enquiry Question: How do particular genres use structural devices for effect?</i></p> <p>Look at the idea of withheld information – extract 3 taken from ‘Maze Runner’ – what can we comment on regarding this genre? How does it differ compared to ‘Pride and Prejudice’?</p> <p><u>Lesson 16</u> <i>Enquiry Question: How do writer’s successful withhold information?</i></p> <p>Link back to ‘Maze runner’ – confused character state.</p> <p>Students to construct their own paragraph of writing to show a confused character state – following the notion that characters learn as the readers learn</p>	Daffodils – William Wordsworth – metaphor and analysis of the poem compared to ‘Prelude’	<b>Literature RAP Assessment 1</b>
<b>Autumn Term Two – A Christmas Carol (with various unseen and power and conflict poetry comparisons) Morality and Immorality</b>						
Autumn 2	06.11.23	Week 1	<p><u>Lesson 1 –</u> <i>Enquiry Question – How does Dickens present the ‘Ghost of Christmas Yet to Come’?</i></p> <p>The Ghost of Christmas Yet to Come - analysis of the language. Read the passage about the ghost. WCF opportunity – extended writing about the ghost of Christmas yet to come.</p> <p><u>Lesson 2 –</u> <i>Enquiry Question – How does Dickens present the future for Scrooge? What purpose does this play in his redemption?</i></p> <p>The Future – The Dead man – link to the idea of Christianity. It is a cross roads for Scrooge as he can either go with God or go with the ghost.</p> <p><u>Lesson 3 –</u> <i>Enquiry Question – How does Nissim present the ideas of redemption in ‘Night of the Scorpion’?</i></p> <p>Unseen Poem – Night of the Scorpion Nissim Ezekiel. Link to theme of redemption and purging sins.</p>	<p><u>Lesson 17 –</u> <i>Enquiry Question: How is the epistolary structure effective?</i></p> <p>Extract 4 - Frankenstein by Mary Shelley. Look at epistolary structure. What is the effect of this structural device? Look for this device in other extracts (to be selected) Context – look at female writers and their challenges at the time</p> <p>Couch to 5k – How do writers use dream structure effectively? Explore the impact of the device?</p> <p><u>Lesson 18</u> <i>Enquiry Question: How is the epistolary structure effective?</i></p> <p>Continue with analysis of the epistolary structure</p>	Victorian dreams about dream theory	
	13.11.23	Week 2	<p><u>Lesson 1 –</u> <i>Enquiry Question – How do both writers present the ideas of redemption in their texts?</i></p>	<u>Lesson 19 – Creative writing focus</u>	Varying sentence openings	

		<p>Compare Night of the Scorpion with A Christmas Carol Stave Four. Analyse the language and intentions presented by both, <u>Lesson 2 –</u> <i>Enquiry Question – How does Dickens present the Cratchit's future?</i> The Cratchit's future – Scrooge's reaction to Tiny Tim's death. Analyse the language using the step analysis</p> <p><u>Lesson 3 –</u> <i>Enquiry Question – How does Wordsworth present the power of nature and experiences in 'The Prelude'?</i> Extract From the Prelude – life changing experiences, punishment from wrongdoing – stealing the boat. Natural and unnatural.</p>	<p><i>Enquiry Question: How is the dream structure effective?</i> Extract 5 – 'Alice in Wonderland' Look at the idea of dream structure. How to do it successfully? How is dream structure achieved in other extracts?  Explore different effects? Look at third person point of view.</p> <p><u>Lesson 20:</u> <i>Enquiry Question: How do writers construct a dream structure?</i> Look at examples of dream descriptions Students to take ideas/ vocabulary and phrasing to construct their own dream structure incorporate flashbacks here.</p>		
20.11.23	Week 3	<p><u>Lesson 1 –</u> <i>Enquiry Question – How does Wordsworth present the power of nature and experiences in 'The Prelude'?</i> Extract From the Prelude continued.</p> <p><u>Lesson 2 –</u> Extended Writing on Extract From the Prelude 'Effects of individual experiences' – only one poem</p> <p><u>Lesson 3 –</u> Whole Class Feedback</p>	<p><u>Lesson 21:</u> <i>Enquiry Question: How are flashbacks effective?</i> Extract 6 – The art of a flashback</p> <p>Scarlet Letter – how is the device effective? <u>Lesson 22</u> <i>Enquiry Question: How do writers enter flashbacks successfully?</i> Flashback in other extracts – how to go into a flashback successfully. Effect of specific flashbacks in extracts</p> <p>RAP 3</p>	Analysing an example of a flashback	Language RAP Assessment 3
27.11.23	Week 4	<p><u>Lesson 1 –</u> <i>Enquiry Question – How does Dickens present Scrooge's redemption?</i> Scrooge's redemption reading – Read to the end of the novella. Forming an opinion about his redemption.</p> <p><u>Lesson 2 –</u> <i>Enquiry Question – How does Dickens present Scrooge's redemption?</i> Comparison of Scrooge at the start of the novel to the end. Cyclical structure. Compare Scrooge in Stave one to Scrooge in Stave 5.</p>	<p><u>Lesson 23</u> <i>Enquiry Question: How are flashbacks created?</i> Huckleberry Finn – extract 7 <u>How to go into flashback successfully.</u></p> <p><u>Flashback – how does this differ to the flashback in 'Scarlet Letter'?</u> <u>Lesson 24 –</u> WCF Lesson RAP feedback</p>	Constructing a paragraph to compare Scrooge at the start of the novella, compared to the end	

		<p><u>Lesson 3 –</u> <i>Enquiry Question – How does Dickens present Scrooge’s redemption?</i></p> <p>Oracy Lesson debate – has he really redeemed himself? Writer’s intention – does Dickens go far enough? French revolution context – compare to other radical 19<sup>th</sup> century writers.</p>			
04.12.23	Week 5	<p><u>Lesson 1 –</u> <i>Enquiry Question – How does the poet present the impact of the weather throughout the poem?</i></p> <p>Exposure – context behind the poem/ analyse the language used to present the weather</p> <p><u>Lesson 2 –</u> Exposure continued - writer’s intentions/ how does this compare to how the weather is presented in ‘The Prelude’?</p> <p><u>Lesson 3 –</u> <i>Enquiry Question – How do writers present themes of religion and redemption in ACC and Exposure?</i></p> <p>Compare themes in exposure with ACC. link to themes of religion and redemption in ACC – context surrounding religious beliefs compared to more modern ideas and lack of religion in Exposure - for love of God seems dying. Ideas about religion being authority and control in 19<sup>th</sup> century vs government and propaganda in WW1.</p>	<p><b>Lesson 25; Creative writing lesson focus</b> <i>Enquiry Question: How do writers construct a flashback using a trigger?</i> Look at examples and comment on how writers achieve a seamless transition Students to construct their own trigger and flashback</p> <p><b>Lesson 26</b> <i>Enquiry Question: How do writers exit a flashback successfully?</i> How to come out of a flashback - look back at Huckleberry Finn – how does he successfully return to the present?</p>	Practicing trigger and flashback	
11.12.23	Week 6	<p><u>Lesson 1 –</u> <i>Enquiry Question - ‘How do poets present ideas about control’?</i></p> <p>Model Response/planning for an extended response - Exposure compared to London. Focus on control.</p> <p><b>Lesson 2 – Extended poetry written response. RAP Assessment 2</b></p> <p><b>Lesson 3 – Whole Class feedback.</b></p>	<p><b>Lesson 27;</b> <i>Enquiry Question: How do writers exit a flashback successfully?</i> Look again at other flashback examples and the return to the present.</p> <p><b>Lesson 28;</b> Creative writing focus <i>Enquiry Question: How do writers exit a flashback successfully?</i> Opportunity for extended writing – aim to include as many of the devices studied so far this topic.</p>	Revising ‘The Prelude’ by William Wordsworth	<b>Literature RAP Assessment 2</b>
18.12.23	Week 7	<p><u>Lesson 1 –</u> <i>Enquiry Question – How does Dickens present Scrooge’s transformation in A Christmas Carol?</i></p> <p>Practice question on ‘Scrooge’s transformation.’ Exam skills.</p> <p><u>Lesson 2 –</u></p>	<p><b>Lesson 29; Rap Assessment 4</b></p> <p><b>Lesson 30 –</b> WCF from Q5 response</p>	Understanding and recognising poetic devices	<b>Language Rap Assessment 4</b>

			<p><i>Enquiry Question – How does Dickens present family life?</i></p> <p>Practice question on ‘Family life.’</p> <p><u>Lesson 3 –</u></p> <p>Oracy revision lesson.</p>			
<b>Spring Term One – Blood Brothers (alongside various Power and Conflict poetry and unseen poems)</b>						
Spring 1	08.01.24	Week 1	<p><u>Lesson 1 –</u> <i>Enquiry Question – How does context effect what a writer writes?</i> 1960s to 80s context.</p> <p><u>Lesson 2 –</u> <i>Enquiry Question – How does context effect what a writer writes?</i> Musical context –Tragedy genre – features of a tragedy. The narrator as the Greek chorus. Read the Prologue – how can we tell this is a tragedy from the Prologue?</p> <p><u>Lesson 3 –</u> <i>Enquiry Question – How does Russell present the characters of Mrs Lyons and Mrs Johnstone?</i> Read the opening up to page 10 where the narrator becomes gynaecologist. Compare the differences between Mrs Johnstone and Mrs Lyons.</p>	<p><u>Lesson 1 –</u> <i>Enquiry Question: How is language used to present the setting in ‘The Wonderful Wizard of Oz’?</i></p> <p><b>Overview of Language devices – how are they impactful?</b> <b>Extract – ‘The Wonderful Wizard of Oz’</b></p> <p><u>Lesson 2 –</u> <i>Enquiry Question; What can be inferred about the family in the extract from ‘The Wonderful Wizard of Oz’?</i> <b>Inferring information through language – What can we infer about the way the wife behaves? About their relationship? What does this foreshadow about how she might act?</b></p>	Inference skills – how to infer information using an extract	
	15.01.24	Week 2	<p><u>Lesson 1 –</u> <i>Enquiry Question – How does the poet present ideas about motherhood?</i> Unseen Poetry – Morning Song. Link to the presentation of mothers/motherhood.</p> <p>Lesson 2 – Unseen Q1 response. How does the poet present ideas about motherhood in ‘Morning Song.’</p> <p>Lesson 3 – Whole Class feedback.</p>	<p>Lesson 3 – <i>Enquiry Question: How is language used to present a round character?</i> How does detailed description create a more vivid character? Extract – ‘The Secret Garden’ – the character of Mary Lennox</p> <p>Lesson 4 – Creative Writing <i>Enquiry Question: How do writers create a round character through detailed description?</i> Create a character using detailed description</p>	Analysing the language used to present a character	
	22.01.24	Week 3	<p><u>Lesson 1 –</u> <i>Enquiry Question – How does Russell present Mrs Lyons as a villainous character?</i> Read up to page 15 where Mrs Lyons convinces Mrs Johnstone to give her baby up. Read up to</p>	<p>Lesson 5 - Articles – <i>Enquiry Question- How is language used to present the experiences?</i> What does the writer experience? Article about the submersible journeying to visit the TIANIC wreck with billionaires on board. What can be inferred from the two articles?</p>	Analysing perspectives – using a source as an example	Language RAP Assessment 5

		<p>where they swear on the bible. To what extent is Mrs Lyons a villain? Oracy.</p> <p><u>Lesson 2 –</u> <i>Enquiry Question – How does Russell present Mrs Johnstone as a character to be sympathised with?</i> Read up to page 19 where Mrs Johnstone gives Edward away. To what extent do we feel sympathy for Mrs Johnstone?</p> <p><u>Lesson 3 –</u> <i>Enquiry Question - How does the poet present ideas about motherhood and a loss of a child?</i> Poppies – make links to the presentation of motherhood, grief of losing a child. Analyse the language used and the writer’s intentions.</p>	<p>Lesson 6 – Writing for purpose <b>RAP 5</b></p>		
29.01.24	Week 4	<p><u>Lesson 1 –</u> <i>Enquiry Question – How does the poet present ideas about motherhood and the loss of a child?</i> Poppies 2 – make links to the presentation of motherhood, grief of losing a child.</p> <p><u>Lesson 2 –</u> <i>Enquiry Question – How does Russell present Mrs Lyons?</i> Read up to page 22 where Mrs Lyons sacks Mrs Johnstone. The presentation of Mrs Lyons as a villain – consider alternative interpretations.</p> <p><u>Lesson 3 –</u> <b>Written response – How does Russell present Mrs Lyons as lonely?</b> Extended writing opportunity</p>	<p>Lesson 7 –</p> <p><i>Enquiry Question; How are methods used to present a viewpoint?</i> Does Technology make us less intelligent? Debate – oracy tasks. Use language to present a viewpoint</p> <p>Lesson 8 - Debate – <i>Enquiry Question: How is language used to present two different villains?</i></p> <p>Hyde (Jekyll and Hyde) is a more sinister villain than Curley (Of Mice and Men) Read the extracts about their violent escapades. <b>How is language used to present both villains?</b> <b>Extended writing opportunity</b></p>	<p>Couch to 5k – present an argument about the presentation of Hyde.</p>	
05.02.24	Week 5	<p><u>Lesson 1 –</u> Whole class feedback.</p> <p><u>Lesson 2 –</u> <i>Enquiry Question – How does Russell juxtapose the characters of Mickey and Edward?</i> Read up to page 34. Comparing Mickey and Edward at aged 7. Why does Russell juxtapose them? What is his message?</p> <p><u>Lesson 3 –</u> <i>Enquiry Question – How does Russell use foreshadowing in the play to build tension?</i> Read kids song up to page 44. Analyse the build up of tension and foreshadowing in the play.</p>	<p>Lesson 9 –</p> <p>WCF opportunity Speeches</p> <p>Lesson 10 - <i>Enquiry Question: How are speeches used for impact?</i> Purpose/ audience/ effective devices in speeches? ‘Braveheart’ transcript for film speech Plenary – how is William Wallace presented as a character? What epithets can we use to describe him? How is this shown through the speech?.</p>	<p>Devices for non-fiction writing</p>	

**Spring Term Two – Blood Brothers (alongside various Power and Conflict poetry and unseen poems)**

Spring 2	19.02.24	Week 1	<p><u>Lesson 1 –</u> <i>Enquiry Question – How does Russell present the treatment of both boys by the policeman?</i> Revision of the plot so far. Read up to page 48 The policeman scene. Comparison of the way the policeman treats Mrs J compared to Mr L. Introduce idea of institutional discrimination.</p> <p><u>Lesson 2 –</u> <i>Enquiry Question – How does Russell present the move? What expectations does Mrs Russell have?</i> Read up to the end of Act One. What are Mrs J’s expectations of the new house/area? Context around new towns.</p> <p><u>Lesson 3 –</u> <i>Enquiry Question – How does the poet present ideas about place and memory?</i> The Emigree – links to lasting impression of place and memory.</p>	<p>Lesson 11 – <i>Enquiry question: How to construct a successful letter</i> Letter writing - Typical devices prominent in letter writing - Purpose? Audience? Write a letter to the CEO of Twitter – arguing your view about the impact of social media and the negative aspects of posting with zero filters</p> <p>Lesson 12 - <i>Enquiry Question: How are perspectives about feminism in Jane Austen’s ‘Pride and Prejudice’ presented in two different articles?</i> Comparison of the language being used How to plan a response to Question 4</p>	Wider reading – article about feminism	
	26.02.24	Week 2	<p><u>Lesson 1 –</u> <b>Extended response – How does Carol Rumens explore internal conflict in ‘The Emigree’?</b></p> <p><u>Lesson 2 –</u> Whole class feedback.</p> <p><u>Lesson 3 –</u> <i>Enquiry Question – How does Russell present the education system for the working class and the middle class?</i> Read the school scenes up to page 67. Comparison of the education system for working class and middle class. Analyse language closely.</p>	<p>Lesson 13 – <i>Enquiry Question: How are perspectives presented differently? Compare two articles.</i></p> <p>SAMS material – festivals. <b>RAP Assessment 6</b></p> <p>Lesson 14 – WCF opportunity</p>	Wider reading and comprehension questions for education in 80s Liverpool	<b>Language RAP Assessment 6</b>
	04.03.24	Week 3	<p><u>Lesson 1 –</u> <i>Enquiry Question – How does the poet present the importance of education and history?</i> Checking Out me History. Make links to the importance of education and how it impacts an individual. Biases in education.</p> <p><u>Lesson 2 –</u> <i>Enquiry Question – How does the poet present the importance of education and history?</i> Checking Out me History. Make links to the importance of education and how it impacts an individual. Biases in education.</p>	Language Paper 2 Assessment Section A – 2021 Sweets Paper	Couch to 5k – practice extended writing for Checking out Me History. Focus on writer’s intention	

			<p><u>Lesson 3 –</u>  <i>Enquiry Question – How does Russell use methods to build tension in this part of the play?</i>  Read up to page 79. How does Russell use methods to build tension in this part of the play?</p>			
	11.03.24	Week 4	<p><u>Lesson 1 –</u>  <i>Enquiry Question – How does Russell use foreshadowing to present Eddie’s future?</i>  Read up to page 87 where Eddie says he is going to university. Analyse foreshadowing in the summer sequence. Make a link to London – innocence and experience. Religious imagery of ‘the lamb.’ Look at ‘The Lamb’ by Blake as a plenary.</p> <p><u>Lesson 2 – Extended written response RAP Assessment 3</u></p> <p><u>Lesson 3 – Whole class feedback</u></p>	<p>Lesson 15 – Persuasive writing –  <i>Enquiry Question: How do writers use persuasive devices for impact?</i></p> <p>Based on Marley’s involvement with Scrooge’s redemption  Write as though you are Marley – persuade Scrooge that he needs to change his ways  Devices checklist  Lesson 16 –</p> <p><u>RAP Assessment 7</u></p>	Persuasive writing device recap and revision	<b>Literature RAP Assessment 3</b> Extended written response –
	18.02.24	Week 5	<p><u>Lesson 1 –</u>  <i>Enquiry Question - How does context impact what a writers write?</i>  Margaret Thatcher context – life in 1960s to 1980s.</p> <p><u>Lesson 2 –</u>  <i>Enquiry Question – How do the unemployment rates effect life opportunities?</i>  Read up page 90 Take a Letter Miss Jones. Look at the effects of high unemployment rates.</p> <p><u>Lesson 3 –</u>  <i>Enquiry Question – How does the poet present education in the poem?</i>  Unseen poem – Education for Leisure.</p>	<p>Lesson 17 -  WCF lesson</p> <p>Lesson 18 - Persuasive writing –  <i>Enquiry Question: How do writers used facts and opinions to support a view?</i>  how we view and treat our oceans. The impact of pollution.</p> <ul style="list-style-type: none"> <li>- Clip from seaspiracy</li> <li>- How to use facts and opinions to support a view</li> </ul>	Analysis of UB40 Lyrics in ‘One in Ten.’	
<b>Summer Term One - Blood Brothers (alongside various Power and Conflict poetry and unseen poems)</b>						
Summer 1	08.04.24	Week 1	<p><u>Lesson 1 –</u>  <i>Enquiry Question - How do writers present the theme of poverty in A Christmas Carol and Blood Brothers?</i>  Revision of plot so far. <b>PAUSE AND REFLECT – Compare the effects of poverty in A Christmas Carol and Blood Brothers. Plan and model a question ‘How does Dickens explore ideas about poverty in A Christmas Carol?’</b></p> <p><u>Lesson 2 –</u>  <i>Enquiry Question – How does the writer present the effects of the class divide and money?</i></p>	<p><i>Enquiry Question: How to successfully plan a response for question 5, paper 2</i>  planning a response – essay writing for question 5 paper 2.</p> <p>Revision of Paper One Section A</p> <p><i>Enquiry Questions:</i>  <i>How does language create meaning?</i>  <i>How is structure used for effect?</i>  <i>How far do you agree with the statement?</i></p> <p>A Monster Calls paper (Section A)</p>	Plot the representation of poverty in A Christmas Carol and analyse quotes	

			<p>Eddie and Mickey's adult lives. Read up to page 93 where they argue. Discuss effects of the class divide and money.</p> <p><u>Lesson 3 –</u>  <i>Enquiry Question - How does the poet present ideas about humanity and materialism?</i>  Tissue – link to the value humans place on material objects and money. How destructive this is.</p>			
15.04.24	Week 2	<p><u>Lesson 1 –</u>  <i>Enquiry Question - How does the poet present ideas about humanity and materialism?</i>  Tissue – link to the value humans place on material objects and money. How destructive this is.</p> <p><u>Lesson 2 –</u>  <i>Enquiry Question – How does Russell present ideas about toxic masculinity and expectations of men?</i>  Read up to page 100 where Mickey has gone to prison and comes out again addicted to pills. Discuss toxic masculinity and links to expectations of men in the 1960s to 1980s and gender roles. How does class impact this?</p> <p><u>Lesson 3 –</u>  <i>Enquiry Question – How does the poet present ideas about shame in Kamikaze?</i>  Kamikaze.</p>	<p><b>RAP Assessment 8</b></p> <p>Whole class feedback</p>	Wider reading – toxic masculinity		
22.04.24	Week 3	<p><u>Lesson 1 –</u>  <i>Enquiry Question – How does the poet present ideas about shame in Kamikaze?</i>  Kamikaze – make links to ideas about shame. Internal conflict. Contrast between Linda clinging onto Mickey and the pilot's wife disowning him. How does Linda ultimately disown Mickey too?</p> <p><u>Lesson 2 –</u>  <i>Enquiry Question – How does the poet present ideas trauma in Remains?</i>  Remains</p> <p><u>Lesson 3 –</u>  <i>Enquiry Question – How does Russell present ideas about trauma through the character of Mickey?</i>  Remains – make links to Mickey's abuse of drugs as a coping mechanism. Trauma.</p>	<p>Revision of Paper One Section B</p> <p><i>Enquiry Questions:</i>  <i>How do describe setting and weather effectively?</i>  <i>How do we develop effective characterisation?</i>  <i>How do we use structural features in our writing?</i>  <i>How do we change the setting to reflect tone?</i></p> <p>A Monster Calls (Section B)</p>	Wider reading – Japanese culture and ideas about family honour		
29.04.24	Week 4	<p><u>Lesson 1 –</u>  <i>Enquiry Question – How do both poets present the effect of conflict?</i></p>	<p>Revision of Paper Two Section A</p> <p><i>Enquiry Questions:</i>  <i>What is the plot of the extract?</i></p>	Example Question 2 Paper 1		

			<p>Planning Lesson – how to approach a poetry comparison. Compare how writers present the effects of conflict in Kamikaze and Remains.</p> <p>Lesson 2 – Extended Written Response – Compare how writers present the effects of conflict in Kamikaze and Remains.</p> <p>Lesson 3 - Whole class feedback/peer assessment.</p>	<p><i>What is a summary?</i> <i>How does language create meaning?</i> <i>How are perspectives and viewpoints presented differently?</i></p> <p>Cycling Paper</p>		
06.05.24	Week 5	<p><u>Lesson 1 –</u> <i>Enquiry Question – How does Russell present the character of Linda?</i> Read the narrator’s song about Linda up to page 103. Make comparisons to Mrs Johnstone. How is class cyclical?</p> <p>Lesson 2 – Extended written response - How does Russell present Linda?</p> <p>Lesson 3 - Whole class feedback.</p>	<p>Revision of Paper Two Section B</p> <p><i>Enquiry Questions:</i> <i>What is form?</i> <i>What is purpose?</i> <i>Who is the audience?</i> <i>What devices are effective in non-fiction writing?</i></p> <p>Cycling Paper</p>	Extract – analysing how class is presented in ‘Pride and Prejudice’		
13.05.24	Week 6	<p><u>Lesson 1 –</u> <i>Enquiry Question – How does Russell present Mickey’s distress?</i> Read up to the end of the play. Look at non-fluency features. How does Mickey’s language reflect his distress?</p> <p><u>Lesson 2 –</u> <i>Enquiry Question – How does Russell present superstition and class?</i> Oracy discussion/debate – was it superstition or class that was the blame for the deaths of Mickey and Edward.</p> <p><u>Lesson 3 –</u> <i>Enquiry question – How does the poet present motherhood in ‘Before you were mine’?</i> Unseen poetry – before you were mine.</p>	<p>Revision of questions according to class weaknesses.</p> <p>Elephants Nov 20 Paper Question 1 and 2</p>	Analyse an extract from ‘Blood Brothers’ – how superstition is used elsewhere		
20.05.24	Week 7	<p><u>Lesson 1 –</u> <i>Enquiry Question – How does the poet present motherhood in ‘Mother, Any Distance’?</i> Unseen Poetry – Mother Any Distance. How to approach planning/model.</p> <p><u>Lesson 2 –</u> RAP 4 Assessment</p> <p>Lesson 3 – Pause and Reflect <i>Enquiry Question – How does Dickens explore the value of money in A Christmas Carol’?</i></p>	<p>Revision of questions according to class weaknesses.</p> <p>Elephants Nov 20 Paper Question 1 and 2</p>	Unseen poem – Question 1 prep and plan	Literature RAP Assessment 4	

			PAUSE AND REFLECT - Make links between the presentation of class oin A Christmas Carol and Blood Brothers. Writer's intentions. Plan and model a response to the following question 'How does Dickens explore the value of money in A Christmas Carol?'			
<b>Summer Term Two – Macbeth (Alongside various Power and Conflict and Unseen Poems)</b>						
Summer 2	03.06.24	Week 1	<p><u>Lesson One –</u> <i>Enquiry Context – How does context impact what a writer writes?</i> Context – The Gunpower Plot and The Jacobean Era.</p> <p><u>Lesson Two –</u> <i>Enquiry Context – How does context impact what a writer writes?</i> Context and The Supernatural, looking at Act One Scene One and the witches.</p> <p><u>Lesson Three –</u> <i>Enquiry Question – How does Shakespeare present Macbeth and King Duncan in the opening act?</i> Act One Scene Two - Introduction of Macbeth/King Duncan. How are they portrayed? Captain's speech.</p>	MOCK EXAMS Full Mock Paper One and Two Language.	Extended writing about how the witches are presented in Act 1 Scene 1	MOCK EXAMS Full Mock Paper One and Two Language.
	10.06.24	Week 2	<p><u>Lesson One –</u> <i>Enquiry Question – How does Shakespeare present the supernatural?</i> Act One Scene Three – The Supernatural – Banquo vs Macbeth's reactions.</p> <p><u>Lesson Two –</u> <i>Enquiry Question – How does Shakespeare present the theme of ambition?</i> Act One Scene Three Analysis. How do methods have meaning? Intoduction of ambition.</p> <p><u>Lesson Three –</u> <i>Enquiry Question – How do the characters of Macbeth and Banquo develop?</i>  Act One Scene Four – how do the characters of Macbeth and Banquo develop. The idea of reputation. Reactions to Malcolm being the prince of Cumberland.</p>	MOCK EXAMS Full Mock Paper One and Two Language.	Analysis and recap of Shakespearean methods	MOCK EXAMS Full Mock Paper One and Two Language.
	17.06.24	Week 3	<p><u>Lesson One –</u> <i>Enquiry Question – How does Shakespeare present Lady Macbeth?</i></p>	Spoken Language Personal criticism and critical responses to texts  <i>Enquiry Questions:</i>	Wider reading – how women were expected to behave in the Jacocean era	Literature RAP Assessment 5 -

		<p>Lady Macbeth. Why is she introduced here? The role of women in Jacobean times. Read Act One Scene Five. Story of Adam and Eve.</p> <p><u>Lesson Two –</u> <i>Enquiry Question - How does Shakespeare present Lady Macbeth?</i> Close analysis of LM. Methods Have Meaning.</p> <p>Lesson Three – <b>Extended Written Response: RAP 5</b></p>	<p><i>How does Russell explore ideas about gender in Blood Brothers?</i></p> <p>Recap the Spoken Language expectations and AOs. Blood Brothers focus – gender debate statements</p>		
24.06.24	Week 4	<p>Lesson One – Whole Class Feedback.</p> <p><u>Lesson Two –</u> <i>Enquiry Question – How does the poet present views in a patriarchal society?</i> My Last Duchess – theme of patriarchy. Make connections to Lady Macbeth.</p> <p><u>Lesson Three –</u> <i>Enquiry Question – How does Shakespeare present ideas about a patriarchal society?</i> My Last Duchess – theme of patriarchy. Make connections to Lady Macbeth.</p>	<p>Spoken Language</p> <p><i>Enquiry Questions: How do poets present ideas about duty, authority, identity, the power of nature and memory in the power and conflict poetry?</i></p> <p>Recap the Spoken Language expectations and AOs. Power and Conflict focus – various debate statements.</p>	Writer’s intentions – My Last Duchess and Shakespeare – how they present women?	
01.07.24	Week 5	<p><u>Lesson One –</u> <i>Enquiry Question – How does Shakespeare present Lady Macbeth?</i> Act One Scene 6 – Analysing Lady Macbeth’s reaction to Duncan. Following the step analysis. Connections to the role of women.</p> <p><u>Lesson Two –</u> <i>Enquiry Question – How does Shakespeare present the power struggle between Macbeth and Lady Macbeth?</i> Act 1 Scene 7 – The power struggle between Macbeth and Lady Macbeth. How do we respond to these characters?</p> <p><u>Lesson Three –</u> <i>Enquiry Question – How does Shakespeare present Macbeth in the scene where Duncan is murdered?</i> Act 2 Scene 1 – Read the scene, plot how Macbeth has changed from the opening scene to this point. The killing of Duncan.</p>	<p>Spoken Language Mop Up Opportunity</p> <p><i>Enquiry Questions: How does Dickens explore ideas about class/poverty/wealth/social responsibility/gratitude in A Christmas Carol?</i></p>	Plotting the relationship between LM and Macbeth – find quotes and analyse	

	08.07.24	Week 6	<p><u>Lesson One –</u>  <i>Enquiry Question – How does Shakespeare present Lady Macbeth and Macbeth in Act 2?</i>          Act 2 Scene 2 and 3 – How are Lady Macbeth and Macbeth presented in this scene? How does Shakespeare present their changing relationship? Agree/ disagree with the statement.</p> <p><u>Lesson Two –</u>  <i>Enquiry Question – How does the poet present the theme of trauma and guilt in the poem?</i>          War Photographer – make the connection between reactions to trauma and guilt in War Photographer.</p> <p>Lesson Three – War Photographer Extended Response: How do poets explore the presentation of guilt? Compare to Remains.</p> <p>Act 2 scene 3 – Whole class feedback.</p>	<p><i>Enquiry Question: How do we improve our grade based on feedback?</i></p> <p>Mock Exam Feedback</p>	<p>Give another statement to agree/disagree with in the style of question 4</p>	
	15.07.24	Week 7	<p><u>Lesson One –</u>  <i>Enquiry Question - How does Shakespeare present the religious symbolism in the Porter scene?</i>          Act 2 Scene 4 – The Porter scene – alluding to Hell. How can we interpret Macbeth? Religious symbolism.</p> <p><u>Lesson Two –</u>  <i>Enquiry Question – How is the religious symbolism presented in A Christmas Carol?</i>          PAUSE AND REFLECT - Religious symbolism in A Christmas Carol. Focus on the idea of redemption.</p> <p><u>Lesson Three -</u> <i>Enquiry Question – How is the religious symbolism presented in A Christmas Carol?</i>          PAUSE AND REFLECT - Religious symbolism in A Christmas Carol. Focus on the idea of redemption.</p>	<p><i>Enquiry Question: How do we improve our grade based on feedback?</i></p> <p>Mock Exam Feedback</p>	<p>Wider reading – religious beliefs behind A Christmas Carol</p>	

