English Martyrs' English Year 10 Medium-term Plan 2021-2022

	Autumn One		Autumn Two	
Year 10	**Key focus:** English Literature: *Animal Farm* **Key content:** Secure understanding of plot, characters and themes Compare extracts from the novel with previously unseen extracts Exploring structure and language in significant moments	**Key focus:** English Literature: C19th Novel **Key content:** Secure understanding of plot, characters and themes Relevant social cultural, historical context Structuring an argument Linking key moments with the rest of the novel to explore development of plot, character and themes	**Key focus:** English Literature: 19th Century Novel **Key content:** Solidify understanding of plot, character and themes Secure embedding of social cultural, historical context in essays Linking key moments with the rest of the novel to explore development of plot, character and themes Secure understanding of what the exam requires	**Key focus:** English Language Prose Fiction Writing **Key content:** Chapter Three 'Friendship and Family' OCR GCSE English Language Book 1 Evaluating texts as models for writing Developing writing
Key vocabulary	Circular narrative, tyranny, enmity, conflict, comrade, cynical, epitome, replenish, futile, fable, bathos, pathos, propaganda, hierarchy	Caricature, narrative voice, structure, style, perspective, class, poverty, wealth, patriarchy, moral, Christian, gentleman, charity, purpose, status, penance, foreshadow	Themes, symbols, protagonist, antagonist, gender, Victorian, attitudes, values, context, relationship, Gothic,	Inference, irony, narrative viewpoint, narrative voice, narrative hook, narrative structure, dialogue, metaphor, simile, stream of consciousness, punctuation, effect and impact
HPA Focus challenge	Compare leaders across texts – for example, Napoleon with Macbeth – and with real leaders in history or today Cognitive conflict: How would the fable have been different with Snowball in charge?	Set 1 *Great Expectations*. Greater emphasis on independent reading using more evidence from the whole text and linking text with other texts studied. Focus on discursive essays on characters, where both sides of argument are explored, and presentation of themes.	Independent reading of the whole text. Focus on critical examination of Dickens' style from different critical perspectives such as Feminism, or such statements as: 'Dickens is unable to create convincing female characters' - to what extent do you agree?	Rewrite one of the extracts in the style of Dickens or a section of Dickens in the style of one of the authors in the textbook
ASSESS	GCSE practice a) compare how an extract from *Animal Farm* and one from another text present a theme and b) explore another moment in *Animal Farm* where this theme is presented NB this will be assessed again in December mock	Guided GCSE practice question, using a given moment as a basis for a more detailed exploration of character or theme	How is a character presented in this extract and elsewhere in the novel? (December mock)	Write a piece of prose fiction following the Alan Gibbons model in One Drive

	Spring One	Spring Two

Year 10	Key focus: English Language Prose Fiction Key Content: Chapter Three 'Friendship and Family' OCR GCSE English Language Book 1 Exploring and comparing extracts Responding to language and structure Evaluating texts Developing writing	Key focus: English Literature: Poetry Cluster Key content: Analysing range of poetry to increase confidence and expertise Explore a chosen cluster to evaluate style, form and structure	Key focus: English Literature: Macbeth Key content: Secure understanding of plot, characters and themes through revision of first reading in Year 9 Relevant social cultural, historical context: kingship, witchcraft, gender, Structuring an argument using evidence from the whole play Linking key moments with the rest of the play to explore development of plot, character and themes Greater focus on close analysis of key scenes to deepen appreciation of language	Key focus: Creative writing (running through Literature) Key content: Structure of creative writing Planning in timed conditions Effective language to create impact Impact of varied paragraphs and sentence types
Key Vocabulary	repetition, setting, theme, motif, juxtaposition, personification, symbol, context, foreshadow, contrasts,	Allusion, assonance, structure, form, sonnet, rhyming scheme, couplet, enjambment, elegy, internal rhyme, meter, persona, stanza, verse, simile, metaphor,	Soliloquy, blank verse, iambic pentameter, protagonist, antagonist, rhyme, rhythm, alliteration, monosyllable, catharsis, dramatic irony, foil, hamartia, hubris, motivation, tragic flaw	Purpose, impact, structure, cohesion, semantic fields
HPA Focus challenge	Compare the examples in the OCR textbook with Dickens' (or Orwell's or any other author's) presentation of similar ideas.	Either explore other poems by one of the poets in the cluster producing a commentary on the poet's style, or create a short anthology of other poems on the cluster's theme and produce a commentary exploring their links with the set poems	Focus on themes or language (e.g 'blood') throughout the play more than character. Use cognitive conflict with characters, challenging perceived wisdom. For example, is Banquo REALLY the good person some state that he is?	Experiment with different genres: for example, take a paragraph from their creative writing and change the language used to fit Science fiction. They should have opportunities to experiment with changing the tone in non-fiction writing.
ASSESS	Compare the way two extracts present an idea, following the format of question 4: such as 'Both these texts provide an entertaining view of family life' - to what extent do you agree?	GCSE style question: Explore and compare presentation of a theme in a poem from the cluster and a previously unseen poem; write about another poem from the cluster exploring a similar theme	GCSE question: How is a character or theme presented here and elsewhere in the play?	Two practice GCSE questions based on themes and ideas generated through their study of Literature. One should be for Language 1 non-fiction, and one for Language 2 fiction

	Summer One	Summer Two

Year 10	**Key focus:** English Language: Non-fiction texts **Key content:** Pp 188 to 191 OCR GCSE English Language Book 1 for non-fiction writing Chapter Two 'This Life' OCR GCSE English Language Book 1 Creating an effective speech Exploring and comparing n-f extracts Responding to language and structure Evaluating texts Developing writing	**Key focus:** English Literature **Key content:** Revisit *Animal Farm* and Dickens novel Focus on plot, character, themes, structure, and use of language Revise key moments to analyse in detail, linking to key themes, characters, and events elsewhere In class make links with *Macbeth* and poetry to keep them alive in student memories Preparing and learning relevant knowledge organisers	**Key focus:** Exam preparation **Key content:** GCSE English Language Paper 1 GCSE English Literature *Animal Farm* and Dickens Structure of exam papers Timing and interpretation of exam questions Preparing and learning relevant knowledge organisers	**Key focus:** Spoken Language assessment and Literature activities **Key content:** Rehearsing and recording speeches for OCR assessment Consolidating the year's course by reviewing knowledge of authors, historical context and choice of form, language and structure. How to organise revision over the summer, in preparation for practice questions at the start of next term
Key Vocabulary	Tone, ironic, rhetorical devices, rhetorical question, structure, evidence, purpose, and impact. Viewpoint, stereotype, pejorative language, setting, narrator, pronouns, simile, inference, infer, imply, personification, hyperbole, emotive language, imagery, repetition, tricolon (rule of three), anecdote, bias, connotation, tone, direct and reported speech, contrast, perspective, compare, imperative, informal language, extended metaphor	Circular narrative, tyranny, enmity, conflict, comrade, cynical, epitome, replenish, futile, fable, bathos, pathos, propaganda, hierarchy Caricature, narrative voice, structure, style, perspective, class, poverty, wealth, patriarchy, moral, Christian, gentleman, charity, purpose, status, penance, foreshadow, love, forgiveness, justice Literary texts, genre, form, viewpoint, context	Compare, extract, Circular narrative, tyranny, enmity, conflict, comrade, cynical, epitome, replenish, futile, fable, bathos, pathos, propaganda, hierarchy Caricature, narrative voice, structure, style, perspective, class, poverty, wealth, patriarchy, moral, Christian, gentleman, charity, purpose, status, penance, foreshadow, love, forgiveness, justice Literary texts, genre, form, viewpoint, context	Speech: tone, pace, clarity, emphasis, non-verbal communication, audience, engage, clarify, confidence, effective questions, assurance, presentational style, evaluate
HPA Focus challenge	Speech must be on an abstract idea such as 'The love of money is the root of all evil'	Make links between both these texts and *Macbeth*. For example, produce an essay comparing characters who have authority. In assessment, provide less scaffolding	Consider more critical evaluation of the texts as part of preparation. For example, Is Orwell or Dickens a more effective commentator on society?	Speech must be on an abstract idea such as 'The love of money is the root of all evil'
ASSESS	Speech for spoken language assessment in Summer Two; 'Walked through' GCSE paper 1 non-fiction	'Walked through GCSE questions: *Animal Farm* a and b; Dickens.	Summer mocks: Literature paper 1 (*Animal Farm* and Dickens) and Language paper 1 non-fiction	Delivery of speech and answering of questions (Literature will be assessed at the start of Autumn One – so this their summer holiday revision)