

English Overview – Year 10

At Weston Secondary School, Key Stage 4 students study English for eight hours over a two-week timetable.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	AQA Literature Paper 2 Literature Revision and Exam Skills ‘DNA’ by Kelly and ‘Power and Conflict’ Poetry	AQA Literature Paper 1 ‘A Christmas Carol’ by Dickens	AQA Literature Paper 1 ‘Macbeth’ by William Shakespeare
Topic Objectives	<ul style="list-style-type: none"> Disillusioned youth and psychology Why social responsibility is so important – relevance of themes and ideas Plot, characterisation, methods, themes and ideas Poetry as a form Key methods Comparing like for like Aspects of power and conflict and how we see these themes in our world Analytical writing 	<ul style="list-style-type: none"> Literary heritage novels Genre exploration and tropes Context – link poems e.g. London by Blake Characters, themes, context, intentions, thematic concept, methods Processes for the exam questions Analytical writing 	<ul style="list-style-type: none"> How Shakespeare’s play explores ideas about humanity with a focus on power as a corrupting force Plot, characterisation, context, methods, themes and ideas Evolution and devolution of characters Processes for the exam questions Embedding theoretical ideas Analytical writing
Acquired Knowledge/Skills	<p>The first 3/4 weeks will see students recap learning from year 9 where students read and explored the play. The focus here however is developing an understanding of how to answer an exam question and write a thoughtful and developed response. There should be a focus on key methods and authorial intentions, as well as embedding context throughout.</p> <p>AO1- text, task, evidence- linking to thematic concepts AO2- methods, impact AO3- context – relevance to different audiences AO4 – SPAG</p> <p>For the final 3/4 weeks of this term, students will explore the universal themes of power and conflict. Students will focus on how poets present ideas about aspects of human nature, making comparisons of methods, themes, and ideas. Ideally, students will also consider</p>	<p>This unit explore the 19th century novel ‘A Christmas Carol’ and introduces students to extract based questions. Students will understand what life was like in Victorian London and why Dickens, a great social reformist, composed the text. Developing ideas about themes, students will explore the writer’s craft including underpinning methods and how to make links throughout the text.</p> <p>AO1- text, task, evidence- linking to thematic concepts – ghosts as Scrooge’s subconscious? AO2- methods, impact AO3- context – relevance to readers – religious ideas? AO4 – SPAG</p>	<p>This unit explores the entire play by William Shakespeare with a focus on getting exam ready. Students will need to immerse themselves in Shakespeare’s world before considering how craft, impact, and the thematic concept of power as a corrupting influence. Students will understand how this universal theme is the reason why ‘Macbeth’ has such a lasting appeal. More than this, students will explore theoretical ideas such as the works of Machiavelli and how the ‘Monstrous Feminine’ can be traced from ancient civilisations.</p> <p>AO1- text, task, evidence - linking to thematic concepts AO2- methods, impact AO3- context – engaging with wider reading e.g. ‘The Prince’ as a way to understand societal views / the representation of female characters AO4 – SPAG</p>

	<p>typicality of craft by exploring the context of poets and completing wider reading. Students have already explored some of the war poems so should have some contextual knowledge that can support their continued exploration. Here they have an opportunity to explore the final set of poems (8) in class and for homework. There should also be some revision of the 9 war poems.</p> <p>AO1- text, task, evidence, comparing – focus on comparing methods and not just themes and ideas AO2- methods, impact AO3- context</p>		<p>Intervention for ‘DNA’ by Dennis Kelly focusing on the application of knowledge and key skills.</p>
Assessments	<p>Class walkthrough – How does Kelly use settings to convey ideas in the play?</p> <p>Actual assessment – focus on victims and villains.</p> <p>MOCK EXAM: AQA PAPER 2</p> <p>Reading Age Tests</p>	<p>Class walkthrough – Starting with this extract, how does Dickens present Scrooge to readers?</p> <p>Actual assessment: focus on the supernatural.</p>	<p>Class walkthrough – Starting with the extract, how does Shakespeare present ideas about inner conflict? 2.1 soliloquy</p> <p>Actual assessment – focus on treachery.</p>
	Spring 2	Summer 1	Summer 2
Topic(s)	AQA Literature Paper 2 Poetry – Unseen and Anthology	AQA Literature Paper 1 and 2 Literature Revision and Exam Prep	Spoken Language and Discursive Writing
Topic Objectives	<ul style="list-style-type: none"> • How themes and ideas are presented through methods • Personal response to poetry • Comparing methods - cross comparisons • Learning processes for the exam questions • Analytical writing 	<ul style="list-style-type: none"> • Strategies and processes for exam questions • Key context for each literature text • Where our texts fit in literary movements, and the evolution of society through attitudes towards religion, family, mental illness, gender • Thematic approaches • Analytical writing 	<ul style="list-style-type: none"> • Articulating ideas in a speech • Debate skills • Exploration of non-fiction texts and methods • Features of form • Writing for an audience and particular purpose • Structuring a speech for impact
Acquired Knowledge/Skills	<p>Here students understand and refine their skills by writing poetry responses. There is the opportunity to look at unseen poems from literary heritage as well as other poetry movements in order to enrich knowledge and</p>	<p>During this half term students will return to their literature texts. Students will become confident with the texts and with approaches the exam questions. Ideally, there will be learnt processes and structures. For more able students, there</p>	<p>After the early entry exams, students will begin their SL prep. This will bridge the literature and language elements with students recognising how to form clear arguments and use a range of methods to present ideas. Students will use some</p>

	<p>context for other literature texts. We will explore great poets such as Maya Angelou, John Clare, George Elliot, Maram Al-Masri, Roger Robertson, Carol Ann Duffy, Caleb Femi and Amanda Gorman.</p> <p>Students will develop their analytical and comparative writing by also recapping the anthology poems.</p> <p>AO1- text, task, evidence, comparing – focus on comparing methods and not just themes and ideas AO2- methods, impact AO3- context</p> <p>Intervention for ‘A Christmas Carol’ by Charles Dickens focusing on the application of knowledge and key skills.</p>	<p>should be a focus on thematic concepts and ideas focusing on aspects of society and life such as family structures, religion, gender...</p> <p>AO1- text, task, evidence- thematic concepts and literary movements AO2- methods, impact AO3- context AO4 – SPAG</p>	<p>of the wider themes and ideas from the literature units to inspire their own speeches. Opportunities for debate and discussion work should be built in.</p> <p>AO7- demonstrate presentation skills in a formal setting AO8- listen and respond appropriately to spoken language, including to questions and feedback on presentations AO9- use spoken Standard English effectively in speeches and presentations</p>
Assessments	<p>Class walk through – What does the poem say about the speaker’s feelings of freedom?</p> <p>In both ‘Caged Bird’ and ‘Still I Rise’ the poet expresses feelings of hope despite societal oppression. What similarities and / or differences are there in how those feelings are presented to audiences?</p> <p>MOCK EXAM: AQA PAPER 1</p>	<p>Intervention focus based on individual needs of students.</p> <p>Focus on walk throughs.</p> <p>AQA GCSE Literature Exams</p>	<p>Spoken Language speeches and questions are written, ready for exams in Autumn 1 Year 11.</p>
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Literature texts allow students to explore many strands of the PSHE curriculum from the complexity of relationships to citizenship. • Careers Education: our study of literature and early entry in year 10, allows students to get into good exam habits, focusing on processes, independence, resilience, and time-management. The curriculum content has wider linked to social sciences, developing critical thinking skills, empathy, and ethical reasoning. Some students will also explore aspects of literary theory which creates a bridge between KS4 and KS5 content. • Fundamental British Values: through our literature text studies, students will learn about different cultures, faiths, and lived experiences, creating not just tolerance and understanding but also empathy. Through mutual respect and discussion work, we will explore democracy, social class and reform, focusing on the experiences of individuals and how modern society is shaped by our past. We will challenge stereotypes linked to class, gender and age as well as exploring attitudes and systemic changes in institutions. 		

	<ul style="list-style-type: none"> • SMSC Development: Literature texts allow us to explore humanity with a keen focus on spiritual, moral, cultural and social development. Exploring aspects of different cultures through our diversifying literary cannon, students will explore, question and reflect on their own beliefs and those of others, developing a sense of identity and belonging to a global community. More than this, character studies allow us to explore actions and consequences- drawing parallels between what we read and our own lives, experiences, and choices.
Alternative Pathway Course Information	For students not completing their AQA Literature qualification, we offer an alternative curriculum pathway 'Step Up to English' that supports students accessing year 11 content. Entry Level Certificates are nationally recognised qualifications that give students the opportunity to achieve a certified award. Our assessments are designed to inspire and motivate your students, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are accessible to Entry Level students.
Acquired Knowledge/Skills	<p>Skills developed in years 7-9 are used in this additional qualification that focuses on the following:</p> <p>Theme of Survival Key Skills: reading with a focus on inference, comprehension and evidence retrieval Key Skills: Descriptive writing with a SPAG, relevant content, TAP focus</p> <p>Theme of Pets Key Skills: Reading with a focus on inference, comprehension and evidence retrieval Key Skills: Speaking and listening Key Skills: Non-fiction writing with a focus on SPAG, content and organisation, TAP</p> <p>Theme of Holidays Key Skills: Reading with a focus on inference, comprehension and evidence retrieval Key Skills: Non-fiction writing with a focus on SPAG, content and organisation, TAP</p>
Assessment	Students are assessed in key skills every half-term.

English Overview – Year 11



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	Autumn 1	Autumn 2	Spring 1
Topic(s)	AQA Language Paper 1 Explorations in Creative Reading and Writing	AQA Language Paper 2 Writer's Viewpoints and Perspectives	AQA Language Paper 1 and 2 Writing Intervention
Topic Objectives	<ul style="list-style-type: none"> • Understanding the language paper • Reading strategies for unseen fiction • Comprehension skills • Analysis of methods used by writers and the subsequent impact • Evaluating writer's craft • Processes for exams • Analytical writing • Structuring texts for impact 	<ul style="list-style-type: none"> • Understanding the language paper • Reading strategies for unseen non-fiction • Comprehension skills • Processes for exams • Analysis of methods used by writers and the subsequent impact • Comparing texts 	<ul style="list-style-type: none"> • Structuring texts for impact • Crafting engaging narratives • Describing to create image • Technical accuracy and careful crafting or SPAG • Discursive writing skills including writing with a clear purpose • Features of form

	<ul style="list-style-type: none"> • Crafting engaging narratives • Describing to create image • Technical accuracy and careful crafting or SPAG 	<ul style="list-style-type: none"> • Discursive writing skills including writing with a clear purpose • Features of form • Structuring texts to engage readers / listeners • Embedded persuasive methods • Technical accuracy and careful crafting or SPAG 	<ul style="list-style-type: none"> • Structuring texts to engage readers / listeners • Embedded persuasive methods • Technical accuracy and careful crafting or SPAG
<p>Acquired Knowledge/Skills</p>	<p>This unit introduces the first language paper – worth 50% of the overall GCSE grade. Students begin by exploring how to access any unseen fiction text before learning processes for each question. Students will begin to see that many of the skills used during their literature units are also applicable to this paper e.g. language analysis. Students will complete intervention tasks as well as walk through mocks to prepare them and improve exam timings. When moving on to Q5, students will draw on prior knowledge of how to craft engaging texts to become accomplished writers who always consider the impact choices they make have on readers.</p> <p>AO1- interpret, understand, using evidence AO2- methods and impact AO4- evaluating texts AO5- content and organisation – focus shifts and transitions / cohesion AO6- SPAG – focus on variety and ‘ambitious and extensive vocab’</p>	<p>The second paper is more challenging and again accounts for 50% of the GCSE. Students begin by making links to Victorian Britain and social values, drawing on their study of ACC. This will inform reading strategies used to unpick how non-fiction texts are composed, all the time linking back to ‘perspectives’ and ‘viewpoints’. Students will complete intervention tasks as well as walk through mocks to prepare them and improve exam timings. Students will draw on their SL exams to learn how best to answer Q5 of the exam, exploring a range of different topical issues and using persuasive devices to present their opinions and arguments.</p> <p>AO1- interpret, understand, synthesize, using evidence AO2- methods and impact AO3- compare – focus on perspectives AO5- content and organisation – developing arguments, cohesive devices AO6- SPAG – focus on variety and ‘ambitious and extensive vocab’</p>	<p>Students will complete intervention developing their writing skills for both papers.</p> <p>AO5- content and organisation – focus shifts and transitions, developing arguments, cohesive devices AO6- SPAG – focus on variety and ‘ambitious and extensive vocab’</p>
<p>Assessments</p>	<p>Spoken Language Exams</p> <p>Class walkthrough – Paper 1 June 2023 ‘Life of Pi’.</p> <p>Actual assessment – AQA PAPER 1</p> <p>Year Group Walkthrough – The Pearl June 2022</p> <p>Reading Age Tests</p>	<p>MOCK EXAM: AQA PAPER 1</p> <p>Class walkthrough – Language Paper 2 ‘Sister Brendan’ Nov 2017 paper</p> <p>Actual assessment: Specimen Paper 3- Lorie Lee paper ‘Village that lost its children’</p>	<p>Depending on need.</p>

	Spring 2	Summer 1	
Topic(s)	AQA Paper 1 and Paper 2	AQA Paper 1 and Paper 2	
Topic Objectives	Exam revision and preparation <ul style="list-style-type: none"> • Reading strategies for unseen fiction and non-fiction • Comprehension skills • Analysis of methods used by writers and the subsequent impact • Evaluating writer’s craft • Comparing texts • Processes for exams • Analytical writing • Structuring texts for impact • Crafting engaging narratives • Describing to create image • Discursive writing skills including writing with a clear purpose • Features of form • Structuring texts to engage readers / listeners • Embedded persuasive methods • Technical accuracy and careful crafting or SPAG 	Exam revision and preparation <ul style="list-style-type: none"> • Reading strategies for unseen fiction and non-fiction • Comprehension skills • Analysis of methods used by writers and the subsequent impact • Evaluating writer’s craft • Comparing texts • Processes for exams • Analytical writing • Structuring texts for impact • Crafting engaging narratives • Describing to create image • Discursive writing skills including writing with a clear purpose • Features of form • Structuring texts to engage readers / listeners • Embedded persuasive methods • Technical accuracy and careful crafting or SPAG 	
Acquired Knowledge/Skills	<p>This half-term we move to our intervention strategy of walkthroughs, independent work and intervention. This allows for a bespoke approach to the exam season. Students will develop their knowledge of the papers, texts, and the application of key skills.</p> <p>AO1- interpret, understand, using evidence, synthesizing AO2- methods and impact AO4- evaluating texts AO3- compare – focus on perspectives AO5- content and organisation – focus shifts and transitions, developing arguments, cohesive devices AO6- SPAG – focus on variety and ‘ambitious and extensive vocab’</p>	<p>This half-term we move to our intervention strategy of walkthroughs, independent work and intervention. This allows for a bespoke approach to the exam season. Students will develop their knowledge of the papers, texts, and the application of key skills.</p> <p>AO1- interpret, understand, using evidence, synthesizing AO2- methods and impact AO4- evaluating texts AO3- compare – focus on perspectives AO5- content and organisation – focus shifts and transitions, developing arguments, cohesive devices AO6- SPAG – focus on variety and ‘ambitious and extensive vocab’</p>	
Assessments	Depending on need.	GCSE EXAMS	

Citizenship

- **PSHE Development:** students will be supported in exam habits through learning processes, our walk-through, and grounding techniques to support well-being and positive mental health as we approach the GCSE exam season- this will also build resilience and independence. The texts we explore and in-class debates and discussions will help students become global citizens who can look at social issues objectively before forming conclusions.
- **Careers Education:** by year 11 we aim for all students to have a secure understanding of metacognitive processes, so they are 'KS5' ready. Students recognise how English qualifications open doorways for students in further education and the job market. The Spoken Language qualification supports students becoming public speakers who can present, listen and hold conversations in a formal setting, developing their interview skills. More than this, our work on discursive writing and the exploration of text-types, allows students to understand the importance of features of form such as letters and reports, used in different career paths as well proof-reading and editing skills. Dedicated careers lessons will focus on social sciences and law.
- **Fundamental British Values:** the expansive range of texts (fiction and non-fiction) explored during year 11 allow students to develop their understanding of topical issues linked to ethnicity, gender, conflict, economy, the environment, the impact of technology and social media, and social structures. More than this, Paper 2 allows for discussion and debate work, developing understanding of listening, tolerance, challenging with respect, and challenging our own held beliefs through the exploration of different perspectives.
- **SMSC Development:** students will develop their own sense of self through the exploration of fiction and non-fiction – much of this comes from the exploration of characters, themes and topics, but also through finding voice as writers. As with British values, there will be a focus on exploring texts that explore aspects of society and culture, developing how viewpoints are established, evaluating, critiquing and comparing.