

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Autumn Term Half Term 1	Language Paper 1 revision Intro to Language Paper 2 focussing on introducing the pupils to each of the exam questions, both for reading and writing.	Pupils will be assessed informally throughout this unit. Pupils will complete exam style questions in their books and will receive feedback from their teachers, Pupils will also be formally assessed in the November mock series.	Revision of key reading skills for each question of Language Paper 1. Disciplinary Knowledge: <ul style="list-style-type: none"> • Non- fiction texts can take many different forms and are created for different purposes and audiences. • Authors may well have an agenda when writing points of view writing. • Pieces of Points of View are well-designed structures with a beginning, middle and end. • When we write a piece of points of writing, it should have clear and well-developed ideas that all support one main point of view. • It is good practise to include a counter argument that explores other points of view as well. 	Reading strategies, including examination literacy skills are built into the scheme of work. Writing academically is also a huge focus of the scheme with lessons throughout dedicated to the teaching of academic writing. The unit of work uses multiple exam-length extracts that are challenging in nature (All papers use a 19 th Century source) to mimic the requirements of the exam. Reading skills are a key focus and active reading strategies have been built into the scheme. Writing is also supported through writing frames and sentence starters.
	Literature Paper 1 Revision (Romeo and Juliet) Focus on key theme of family and conflict in the play	Focus on essay writing skills needed for the assessment in the first mock assessment window. They will also complete homework including watching revision videos, essay planning and completing at home knowledge tests for both Romeo and Juliet and A Christmas Carol. Pupils will be formally assessed in the November mock series.	Disciplinary Knowledge: <ul style="list-style-type: none"> • Plays are divided into acts and scenes. • Pupils should create a thesis statement and develop that idea throughout their essay writing. 	As well as aiming to improve their knowledge of the texts, pupils will work on their exam skills, focusing on developing tier 2 vocabulary and academic writing and refining their essay writing skills.

Autumn Term Half Term 2	November Mock Exams	November mock exams: Pupils will complete a full Language Paper 1 and 2 (assessing the skills taught in the first half term and in Y10. Pupils will also sit a part of Literature Paper 1-Romeo and Juliet assessing the skills taught in the first half term). The pupils will also complete formalised knowledge tests on all the Literature paper 2 texts. (Love and relationships poetry anthology and An Inspector Calls)		
	Literature Paper 1 Revision Romeo and Juliet focussing on key themes, characters and extracts in the play.	Pupils will sit the first part of Literature Paper 1-Romeo and Juliet- assessing the skills taught in the first term.	Disciplinary Knowledge: <ul style="list-style-type: none"> • Characters are not real people. They are constructed by the writer. • Pupils should create a thesis statement and develop that idea throughout their essay writing. • Pupils should choose relevant quotations from the text to support topic sentences. • Essays are composed of a series of analytical paragraphs • We use a range of strategies to support our comprehension of a text and prior knowledge is very important. 	As well as aiming to improve their knowledge of the texts, pupils will work on their exam skills, focusing on developing tier 2 vocabulary and academic writing and refining their essay writing skills. essay writing skills and building tier 2 vocabulary.
	Mock feedback weeks	Pupils will spend two weeks reflecting on their mock performance and teacher feedback. New extracts from the literature texts and new language papers will be used to practise applying the knowledge and skills that pupils need to focus on.		
Spring Term Half Term 3	Literature Paper 1- ACC revision focussing on key themes, characters and extracts in the novel	Pupils will spend two weeks covering key exam skills. This will culminate in a formal exam.	<ul style="list-style-type: none"> • Charles Dickens wanted to show support for vulnerable members of society. • The Victorian era was a time of great social change. • Queen Victoria was the monarch. • London was a growing, dirty city. • The poor were treated like criminals. • Rich and poor led different lives. • A novel is an extended work of fiction, telling a story • Charles Dickens was a famous Victorian novelist. • Revisit plot characters and themes of A Christmas Carol 	As well as aiming to improve their knowledge of the texts, pupils will work on their exam skills, focusing on developing tier 2 vocabulary and academic writing and refining their essay writing skills. essay writing skills and building tier 2 vocabulary.

<p>Spring Term</p> <p>Half Term 3</p>	<p>Literature Paper 2 Revision Poetry and AIC</p> <p>Language Paper 1 and 2 revision</p>	<p>Pupils are not formally assessed here but will practise comparative essay style questions for poetry in lessons.</p> <p>They will explicitly focus on the conventions of a play and tracing character and themes throughout an entire text.</p> <p>They will also continue to complete structured homework including watching revision videos, essay planning and completing at home knowledge tests based on the both the texts that they are studying in class and the other texts that make up the course.</p> <p>Pupils will be informally assessed on each of the questions on the language paper and will receive teacher feedback</p>	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Poems are divided into stanzas Poems should be compared by looking at the themes and ideas that they explore Pupils should create a thesis statement and develop that idea throughout their essay writing. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Plays are divided into acts and scenes. Dramatic devices such as dramatic irony, tension and structure can be used to create effects for the audience. There are different types of plays that follow specific convention such as the well made play and a Morality play. Pupils should create a thesis statement and develop that idea throughout their essay writing. 	<p>Poetry: Focus on comparison and key vocabulary that we can use to compare two things.</p> <p>AIC: Pupils are analysing a play and analysing dramatic devices is a skill that needs to be explicitly focussed on.</p> <p>Both texts: Reading strategies, including examination literacy skills are built into the scheme of work. Writing academically is also a huge focus of the scheme with lessons throughout dedicated to the teaching of</p>
<p>Spring Term</p> <p>Half Term 4</p>	<p>March Mock Exams</p> <p>The remainder of the term will focus on detailed feedback lessons on the mock exams.</p>	<p>March mock exams: Pupils will complete a full Language Paper 1 and 2 and Literature Paper 2.</p>	<p>Consolidation of disciplinary and substantive knowledge.</p>	<p>Exam skills practice.</p>
<p>Summer Term</p> <p>Half Term 5</p>	<p>Interleaving Language and Literature revision lessons in preparation for the GCSE examinations.</p>	<p>GCSE Examinations.</p>	<p>Final weeks of revision.</p> <p>Teachers to assess the gaps in knowledge and skills and plan their lessons accordingly.</p>	<p>Consolidating all work on academic writing and tier 2 and 3 vocabulary in exam style responses.</p>