


Department	ENGLISH	 HeathPark EVERY PUPIL ALWAYS IN FOCUS
Key Stage	KEY STAGE 4	
Course	GCSE ENGLISH	
Exam Board	AQA	

Dates Delivered	Scheme of Learning	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Year 10 Autumn 1	Humans Vs....	<p>In this scheme students will explore the theme of Humans Vs..... and develop their skills in exploring reading extracts and poetry and creative writing for Language paper 1.</p> <p>Students will be exposed to a range of extracts to develop their analytical reading skills and creative writing.</p> <p>Students will explore 4 poems from the Power and Conflict collection that connect to the theme.</p> <p>Students will consider author's use of language</p>	<p>Understanding of events, characters and setting in unseen Prose extracts.</p> <p>Understanding of who Shelley, Wordsworth, Owen and Heaney, and their literary setting.</p> <p>Understanding of context and influences the poets.</p>	<p>Analysis of language features used by the writers to portray ideas and message.</p> <p>Analysis of Structure features used by the writers' to portray ideas and message.</p> <p>Crafting and creating through relevant linguistic features and structural choices to portray a message.</p> <p>Analysis of poems and ideas</p>	<p>English Language Paper 1 assessment.</p> <p>Knowledge assessment of Poetry</p>	<p>AQA past papers specified by department.</p> <p>AQA GCSE framework</p>

		and structural features as well as how to develop and incorporate these skills into their own creative writing.				
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Year 10 Autumn 2	Jekyll and Hyde Concept: Society and Identity	<p>Students will be encouraged to develop knowledge and skills in reading, writing and critical thinking. Through the 19th century literature text, students develop culturally and acquire knowledge of the best that has been thought and written.</p> <p>This scheme of work focuses in depth on exploring the gothic genre and issues relating to society and identity within the 19th century with a short focus on <i>London</i> in understanding the city.</p> <p>Students will develop an awareness of how these issues have been represented and interpreted, and how</p>	<p>The gothic genre and a 19th century context of the novella.</p> <p>Stevenson's influences and life</p> <p>Novels</p> <ul style="list-style-type: none"> - Plot - Characterisation - Key moments - Structure - Themes <p>Understanding of Blake Influences and his poem London</p>	<p>Write effectively, accurately, and analytically about their reading of the text</p> <p>Analysis of Stevenson's intentions and methods</p> <p>Analysis of Structure of the novel</p> <p>Evaluate Stevenson's intentions to inform a personal response to the text.</p> <p>Freud's Theory of personality.</p> <p>Analysis of <i>London Poem</i></p>	<p>2 CATs across the course of the scheme of learning during delivery: 1 – knowledge assessment basic upon plot, characters, and writer's methods. 2 – Literature paper 1 assessment. Writing.</p> <p>Tested as part of the end of year 10 mocks, then the Year 11 mock examinations in November and March, and as part of the Literature paper in the Summer exams.</p>	<p>The Strange Case of Dr. Jekyll and Mr. Hyde</p> <p>Wider reading – knowledge book</p>
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		they have shaped the text.				
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<p>Year 10 SPRING 1</p>	<p>The change in the World</p>	<p>In this scheme students will explore the theme of The Changes in the World and develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. Extracts will range from the Victorian era to more contemporary writers to explore the changes in Society.</p> <p>Students will explore 4 poems from the Power and Conflict collection that connect to the theme.</p>	<p>Understanding of events, ideas and messages in unseen non-fiction texts.</p> <p>Understanding of who Agard, Dharker, Rumens and Garland and their literary setting.</p> <p>Understanding of context and influences the poets.</p>	<p>Analysis of language features used by the writers to portray ideas and message.</p> <p>Analysis of features used by the writers' to portray ideas and message.</p> <p>Crafting and creating through relevant linguistic features and structural choices to portray a message.</p> <p>Analysis of poems and ideas</p>	<p>English Language Paper 2 assessment.</p> <p>Knowledge assessment of Poetry</p>	<p>https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/scheme-of-assessment</p>
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<p>Year 10 Spring 2</p>	<p>English Literature J B Priestley 'An Inspector Calls'</p>	<p>Students will be encouraged to develop knowledge and skills in reading, writing and critical thinking. Through a modern literature text, students develop culturally and acquire knowledge of the best that has been thought and written.</p> <p>This scheme of work focuses in depth on exploring political systems and the impact it has on the individual.</p> <p>Students will develop an awareness of how these issues have been represented and interpreted, and how they have shaped the text.</p>	<p>Introduction to Capitalism and Socialism</p> <p>Introduction of the Welfare state</p> <p>Political changes post WWII</p> <p>Priestley's influences and life</p> <p>Play</p> <ul style="list-style-type: none"> - Plot - Characterisation - Key moments - Structure - Themes <p>Understanding who Robert Browning is and his poem <i>My Last Duchess</i></p>	<p>Write effectively, accurately, and analytically about their reading of the text</p> <p>Analysis of Priestley's intentions and methods</p> <p>Analysis of Structure of the play</p> <p>Evaluate Priestley's intentions to inform a personal response to the text.</p> <p>Marxism and Feminist theory</p> <p>Analysis of <i>My Last Duchess</i></p>	<p>CAT 1: Knowledge quiz</p> <p>CAT 2: Lit 2</p> <p>Tested as part of the end of year 9 and 10 exams and then the Year 11 mock examinations in November and March</p>	<p>https://www.aqa.org.uk/subject/english/gcse/english-literature-8702</p> <p>Knowledge books</p>
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<p>Year 10 Summer 1</p>	<p>Humans In War</p>	<p>Through the reading of GCSE poetry through the theme of Humans in War, students will study and develop skills to analyse and evaluate the poets message.</p> <p>.</p> <p>Students will be exposed to a range of extracts to develop their analytical reading skills and creative writing.</p> <p>Students will explore 5 poems from the Power and Conflict collection that connect to the theme.</p> <p>.</p>	<p>Understanding of event and ideas within a poem</p> <p>Understanding of who Tennyson Hughes, Armitage, Weir and Duffy and their literary setting.</p> <p>Understanding of context and influences the poets.</p>	<p>Analysis of poems and ideas through language and structure.</p> <p>Comparison across poems</p>	<p>:</p> <p>1 – knowledge assessment 2 – Poetry comparison analysis</p>	
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<p>Year 10 Summer half term 2</p>	<p>How to Revise and Spoken language</p>	<p>This unit focuses on students' experiences with their spoken language. Within this, they will look at what makes a presentation successful and engaging and they will then be applying these to their own work.</p> <p>Students will be looking at public speakers and evaluating their methods.</p>	<p>Revision techniques</p> <p>Studying presentations and speeches Methods and techniques to create an effective speech</p>	<p>Analysis of Writer intentions</p>	<p>CAT one: Speech writing and performance</p>	<p>Teacher recommenda tions – non-fiction writing</p> <p>Historical speeches and presentations</p>
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