

Year: 10 Subject: English Language and Literature

**IMPLEMENTATION**

	Year: 10 Subject: English Language and Literature					
	<b>IMPLEMENTATION</b>					
<p><b>INTENT</b> (including key concepts and skills)</p>	<p><b>Half Term 1 Context:</b> Paper 1 Question 5 LANG</p> <p><b>Key Vocabulary:</b> All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary:</p> <p><b>Prior Learning/LTM:</b> Term 1 Year 9 Paper 1 Question 5</p> <p><b>Cultural Capital:</b> Exposure and opportunity to write in a range of genres and narrative styles.</p> <p><b>Links to NC:</b> - drawing on new vocabulary and grammatical constructions from</p>	<p><b>Half Term 2 Context:</b> Macbeth</p> <p><b>Key Vocabulary:</b> All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary:</p> <p><b>Prior Learning/LTM:</b> Term 3 Year 9 A Christmas Carol</p> <p><b>Cultural Capital:</b> Shakespeare Jacobean life Themes such as loyalty and patriotism</p> <p><b>Links to NC:</b> - drawing on knowledge of the purpose, audience for and context of the writing, including</p>	<p><b>Half Term 3 Context:</b> Paper 2 Question 5 LANG</p> <p><b>Key Vocabulary:</b> All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary:</p> <p><b>Prior Learning/LTM:</b> Term 3 Year 7, Term 3 Year 8, Term 3 Year 10 Non-Fiction Writing for a variety of purposes and audiences</p> <p><b>Cultural Capital:</b> The sharing of student's own viewpoints and perspectives on a range of topical issues, such as global warming, gender and the capital punishment</p> <p><b>Links to NC:</b></p>	<p><b>Half Term 4 Context:</b> Paper 2 Questions 1-3 LANG Poetry</p> <p><b>Key Vocabulary:</b> All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary:</p> <p><b>Prior Learning/LTM:</b> This builds on the skills learned in Term 2 in Year 7 and 8 Non-Fiction Reading</p> <p><b>Cultural Capital:</b> Exposure to different viewpoints and perspectives through time</p> <p><b>Links to NC:</b> - drawing on knowledge of the</p>	<p><b>Half Term 5 Context:</b> Paper 1 Questions 1-3</p> <p><b>Key Vocabulary:</b> All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary:</p> <p><b>Prior Learning/LTM:</b> Term 6 Year 9 Paper 1 Q1-3</p> <p><b>Cultural Capital:</b> Exposure and opportunity to write in a range of genres and narrative styles</p> <p><b>Links to NC:</b> - - explore aspects of plot. characterisation, events and settings, the relationships between them and their effects -Seek evidence in the text to support a point of view,</p>	<p><b>Half Term 6 Context:</b> Conflict Poetry</p> <p><b>Key Vocabulary:</b> All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary:</p> <p><b>Prior Learning/LTM:</b> Term 4 Year 9 Unseen Poetry; Term 6 Year 9 Conflict Poetry</p> <p><b>Cultural Capital:</b> Themes such as loyalty and patriotism</p> <p><b>Links to NC:</b> - make an informed personal response - seeking evidence in the text to support a point of view, including justifying inferences with evidence - drawing on knowledge of the</p>

	<p>their reading and listening, and using these consciously in their writing and speech to achieve particular effects</p> <ul style="list-style-type: none"> <li>- adapting their writing to narrate and describe</li> </ul>	<p>its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</p> <ul style="list-style-type: none"> <li>- identifying and interpreting themes, ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>- adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue</li> <li>- selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</li> </ul>	<p>purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</p> <ul style="list-style-type: none"> <li>- seeking evidence in the text to support a point of view, including justifying inferences with evidence</li> </ul>	<p>including justifying inferences with evidence</p> <ul style="list-style-type: none"> <li>- make an informed personal response, recognising that other responses to a text are possible and evaluating these.</li> <li>- selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</li> </ul>	<p>purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</p>
<p>IMPACT</p>	<p>Assessment: Paper 1 Question 5 AO5 and 6 (2017)</p>	<p>Assessment: How is Lady Macbeth presented? How is the wider theme of ambition presented? AO1, 2, 3 and 4</p>	<p>Assessment: Paper 2 Question 5 AO5 and 6 'Sport should be fun, fair and open to everyone. These days, sport seems to be more about money, corruption and winning at any cost.'</p>	<p>Assessment: Paper 2 Questions 1-3 Glastonbury and Greenwich Fair AO1 and AO2</p>	<p>Assessment: Brighton Rock AO1, 2, 3</p>	<p>Assessment: Compare the presentation of time in 'Remains' and one other poem. AO1, 2 and 3  Spoken Language Assessment</p>