

Year 10 Programme of Study 2020-21 (including Year 11) AQA GCSE English language and literature 2022 entry

<p align="center">Autumn 1 w/k b/g 31st Aug 8 (6) teaching weeks</p>	<p align="center">Autumn 2 2nd Nov 7 teaching weeks</p>	<p align="center">Spring 1 4th Jan 6 teaching weeks</p>	<p align="center">Spring 2 22nd Feb 6 teaching weeks</p>	<p align="center">Summer 1 19th April 6 teaching weeks</p>	<p align="center">Summer 2 7th June 7 teaching weeks</p>
<p>Introduction to GCSE language and literature</p> <p>(1 - 2 lessons)</p> <p>PPr 1 Lit 'Jane Eyre'</p> <p>Chapters 1 - 10</p> <p>Read key parts, summarise and check comprehension</p> <p>Chapters 11 – 20</p> <p>(6 weeks)</p>	<p>PPr 1 Lit Complete 'Jane Eyre'</p> <p>Chapters 21 – 38</p> <p>(7 weeks)</p>	<p>Feedback PPr 1 Lit 'Jane Eyre'</p> <p>(up to 1 week)</p> <p>English language Paper 1 Section A – use 'Wide Sargasso Sea' lessons.</p> <p>(2 weeks)</p> <p>PPr 1 Lit Start 'Macbeth'</p> <p>Context and Acts 1 and 2</p> <p>(3 weeks)</p>	<p>Feedback Ppr 1 Lang 'Jamaica Inn'</p> <p>(up to 1 week)</p> <p>PPr 1 Lit Complete 'Macbeth'</p> <p>Acts 3-5</p> <p>(4 weeks)</p> <p>English language Paper 1 Section B</p> <p>(1 week)</p>	<p>Feedback PPr 1 Lit 'Macbeth'</p> <p>(up to 1 week)</p> <p>English language Paper 2 Section A and Section B</p> <p>use 'Aberfan' lessons, Mayhew prisons, Elephant man.</p> <p>(5 weeks)</p>	<p>Feedback on Ppr 2 Lang</p> <p>(1 week)</p> <p>Poetry cover 6 poems (other 7 were taught in Yr 9)</p> <p><i>Exposure, Bayonet Charge, War Photographer, Kamikaze, The Prelude, Storm on the Island</i></p> <p>and 1 lesson on how to approach the unseen poetry section (Sec C)</p> <p>(6 weeks)</p> <p>2 - 3 lessons to prepare for spoken language study (to be completed during induction week 2021)</p> <p>(up to 1 week)</p>

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Year 11 outline for PoS 2021 - 22 (TBC)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Spoken language assessments to be completed during induction week</p> <p>Feedback and revise poetry including the unseen element</p> <p>'An Inspector Calls' – complete context and whole play</p>	<p>Revise Lit Paper 1 and Lang Paper 2</p> <p>Mocks</p>	<p>Revise Lit Paper 2 and Lang Paper 1</p> <p>Mocks</p>	<p>English language</p> <p>English language revision of both papers– can use</p> <p>PPr 1-</p> <p>T Rex, Glass Palaces, Alex and the bird, Labyrinth</p> <p>PPr 2 -</p> <p>Glastonbury/Greenwich Fair, The Other Side of the Dale/Ragged Schools, Surfing, Cyclists, Boats</p>	<p>Revision</p>	

The rationale for content choices and curriculum sequencing

Content

Jane Eyre, *Macbeth* and the Power and Conflict cluster of poetry are studied:

- To provide students with the opportunity to read, explore and enjoy British literary classics in entirety
- To enable students to explore characterisation and presentation of themes by analysing a writer's language choices
- To develop an understanding of the wider historical context, exploring the ways society and culture (Jacobean and Victorian) can influence a writer's intentions
- *Jane Eyre* also provides students with an opportunity to engage with issues of
- The Power and conflict cluster of poetry enables students to engage with a wide range of engaging issues from a number of different historical eras

In addition, to have thoroughly prepared students so they are able to effectively and confidently answer a question about the text in the context of the examination paper

Sequencing

'JE' continues after Yr 9 have studied the context and first 1-10 chapters before the summer in the hope that some may want to go on and read the text over the holidays. Definitive end helps if groups move to new staff in Sept (tends to happen – tt dependent).

Lockdown – studies JE during lockdown (ch1-10) but engagement was varied and it was felt it important to spend first part of first term consolidating understanding of the text. As a result some

Long text - begin in Yr 9.

Have previously used 'Macbeth' in Yr 9 as a text in its entirety but it was felt when they moved to a new teacher that staff didn't feel they could revise the play as well as they didn't know the strengths/weaknesses of group's study of the play. The play is not taught in Yr 10.

PPr 1 introduced more formally than in Yr 9 where skills were being built upon. We will now focus on how to answer PPr 1 specific tasks. All staff teach the same set of lessons so that should movement occur there is parity.

Complete 'Macbeth' in Yr 10 (see above). Allows same staff to revise in Yr 11.

AIC kept until Yr 11. Although language is arguably more accessible than in 'Macbeth' themes are more sophisticated and so suits a more mature audience.

PPr 2 introduced as PPr 1 but separate to it so as not to confuse the questions.

Poetry ends the year. Less time spent on unseen tasks as each poem from the Anthology is treated as an 'unseen' poem. Can build upon and start to refer back to poems taught in Yr 9.