



## KS4 – Year 10 Long Term Mapping

**Subject Intent/ Aims:** Subject Intent/ Aims: In English, we support students to develop a *passion for Language and Literature* through the study of texts from different genres, eras, themes and complexity. We develop *students' reading for pleasure, creativity, articulacy and self-expression*. We develop *functional literacy skills for life*. We *empower students with cultural awareness and experience*. *English is at the core of all learning* and students will *transfer these skills across the curriculum*.

*Throughout Year 10*, we aim to *build a passion for wider reading*. We aim to *develop learners who have stamina and readers who are resilient*. We aim to support the *development of pupils' communication* so they can function in society and express themselves. We aim to equip students with the *skills to articulate* themselves clearly. We aim to support students to develop a *broadened understanding and use of vocabulary*.

### ADVENT TOPICS:

Literature Paper 2: An Inspector Calls  
Language Paper 2: Writing Skills  
Literature Paper 1: Dr Jekyll and My Hyde

#### Key Concepts:

Duality, Repression, Appearances, Deceit, Morality, Hypocrisy.

#### Overview:

**Literature Paper 2:**  
'An Inspector Calls'. (6 weeks)  
**Language Paper 2:**  
Writing skills (1 week)  
**Literature Paper 1:**  
'Dr Jekyll and Mr Hyde'/  
'A Christmas Carol' (7 weeks)

### LENT TOPICS:

Language Paper 1: Writing  
Language Paper 1: Reading  
Literature Paper 2: Poetry

#### Key Concepts:

Implicit, explicit, Bias.

#### Overview:

**Language Paper 1:**  
Writing skills (3 weeks).  
Reading skills (3 weeks)  
**Literature Paper 2:**  
'Relationships' Poetry in order. (6 weeks).

### PENTECOST TOPICS:

Language Paper 2: Reading  
Spoken Language  
Literature Paper 1: Romeo and Juliet

#### Key Concepts:

Free Will, Fate, Obligation, Destiny, Youth.

#### Overview:

**Language Paper 2:**  
Reading (3 weeks) Writing (2 weeks)  
**Revision for Mocks** (1 week in class but revisited regularly in Homework/ Century).  
**Spoken Language Presentation**  
**Literature Paper 1:** 'Romeo and Juliet' full text (7 weeks).



<u>National Curriculum Coverage:</u>	<u>National Curriculum Coverage:</u>	<u>National Curriculum Coverage:</u>
<p><b><u>Literature Paper 2: An Inspector Calls</u></b>  <i>Reading: read and appreciate the depth and power of the English literary heritage through:</i>  <b>1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 3</b>  <i>Writing: Write accurately, fluently, effectively and at length for pleasure and information through:</i>  <b>1.1, 1.2, 1.3, 2.3, 2.4</b></p> <p><b><u>Language Paper 2: Writing Skills</u></b>  <i>Reading: Write accurately, fluently, effectively and at length for pleasure and information through</i>  <b>1.1, 1.2, 1.3, 1.4</b>  <i>Writing: Plan, draft, edit and proof-read through</i>  <b>2.1, 2.2, 2.3</b></p> <p><b><u>Literature Paper 1: Dr Jekyll and My Hyde</u></b>  <i>Reading: read and appreciate the depth and power of the English literary heritage through</i>  <b>1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 3</b></p>	<p><b><u>Language Paper 1: Writing</u></b>  <i>Reading: read and appreciate the depth and power of the English literary heritage through:</i>  <b>1.1, 1.3, 1.4</b>  <i>Writing: Write accurately, fluently, effectively and at length for pleasure and information through:</i>  <b>2.1, 2.2, 2.3</b></p> <p><b><u>Language Paper 1: Reading</u></b>  <i>Reading: Write accurately, fluently, effectively and at length for pleasure and information through</i>  <b>1.3, 2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</b>  <i>Writing: Plan, draft, edit and proof-read through</i>  <b>2.1, 2.2, 2.3</b></p> <p><b><u>Literature Paper 2: Poetry</u></b>  <i>Reading: read and appreciate the depth and power of the English literary heritage through</i>  <b>1.1, 2.1, 2.2, 2.3, 2.4, 3.2, 3.5</b>  <i>Writing: Write accurately, fluently, effectively and at length for pleasure and information through:</i>  <b>1.1, 2.2, 2.3</b></p>	<p><b><u>Language Paper 1: Writing</u></b>  <i>Reading: read and appreciate the depth and power of the English literary heritage through:</i>  <b>1.1, 1.3, 1.4</b>  <i>Writing: Write accurately, fluently, effectively and at length for pleasure and information through:</i>  <b>2.1, 2.2, 2.3</b></p> <p><b><u>Spoken Language</u></b>  <i>Speak confidently, audibly and effectively, including through:</i>  <b>4.1, 4.3, 4.4, 4.5.</b></p> <p><b><u>Literature Paper 1: Romeo and Juliet</u></b>  <i>Reading: read and appreciate the depth and power of the English literary heritage through</i>  <b>1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 3.5</b>  <i>Writing: Write accurately, fluently, effectively and at length for pleasure and information through:</i>  <b>1.1, 2.2, 2.3</b></p>





<p><i>Writing: Write accurately, fluently, effectively and at length for pleasure and information through:</i></p> <p><b>1.1, 1.2, 1.3, 2.3 2.4</b></p>			
<p><b><u>Components- Knowledge:</u></b></p> <p><b><u>(Key Content):</u></b></p> <p><b><u>An Inspector Calls.</u></b></p> <p>To have a thoughtful understanding:</p> <ul style="list-style-type: none"> <li>the plot,</li> <li>themes</li> <li>characters.</li> <li>PEDAZCE acronym and be able to use the acronym appropriately</li> <li>Subject Terminology</li> <li>Dramatic methods and how Priestley uses these through 'An Inspector Calls'.</li> <li>20<sup>th</sup> Century practices.</li> <li>Key events from the 20<sup>th</sup> Century.</li> <li>How these events affected Priestley and a Post-War audience</li> <li>How this fits in to the Literary Timeline</li> </ul> <p><b><u>Dr Jekyll and Mr Hyde.</u></b></p> <p>To thoughtfully understand:</p>	<p><b><u>An Inspector Calls</u></b></p> <p>Critically analyse the structure of the plot in "An Inspector Calls".</p> <p>Evaluate the themes of social responsibility and collective guilt in "An Inspector Calls," considering how these themes are relevant to both contemporary and modern audiences.</p> <p>To construct a critical argument when structuring analytical writing.</p>	<p><b><u>Components (Key Content/ Knowledge)</u></b></p> <p><b><u>Language Paper 1 Writing:</u></b></p> <p>To understand:</p> <ul style="list-style-type: none"> <li>Audience and purpose.</li> <li>The impact of vocabulary choices.</li> <li>How to write to narrate and describe.</li> <li>Language methods.</li> <li>Word class.</li> <li>Sentence Structures</li> <li>Structural methods.</li> <li>Punctuation rules.</li> <li>Grammatical rules.</li> </ul> <p><b><u>Language Paper 1 Reading:</u></b></p> <p>To identify:</p> <ul style="list-style-type: none"> <li>Appropriate evidence from the text.</li> <li>Language and Structural methods from within an extract.</li> </ul> <p>To analyse:</p> <ul style="list-style-type: none"> <li>The meaning of explicit and implicit meaning from the quotation.</li> </ul> <p>To evaluate</p>	<p><b><u>Components (Key Content/ Knowledge)</u></b></p> <p><b><u>Language Paper 2 Writing:</u></b></p> <ul style="list-style-type: none"> <li>Genre, audience and purpose.</li> <li>The impact of vocabulary choices.</li> <li>How to write an effective non-fiction text.</li> <li>The structure of a non-fiction text.</li> <li>Logos, Ethos, Pathos.</li> <li>Language methods.</li> <li>Non-fiction methods.</li> <li>Rhetorical methods.</li> <li>Word class.</li> <li>Sentence Structures</li> <li>Structural methods.</li> <li>Punctuation rules.</li> <li>Grammatical rules.</li> <li>Writer's perspectives.</li> <li>How to compare extracts based on perspectives and methods.</li> </ul> <p><b><u>Spoken Language:</u></b></p> <ul style="list-style-type: none"> <li>Understanding the use and impact of</li> </ul>





<ul style="list-style-type: none"> <li>• The Plot</li> <li>• Themes</li> <li>• Characters</li> <li>• The PEDAZCE acronym</li> <li>• Gothic features</li> <li>• Language methods</li> <li>• The conventions of a fin-de-siècle novella.</li> <li>• The key events which took place during the 19<sup>th</sup> Century.</li> <li>• How these events affected Stevenson and a contemporary audience.</li> <li>• How to draw links between context and the text.</li> <li>• How 'Dr Jekyll and Mr Hyde' fits in to the Literary Timeline.</li> </ul>	<p>Evaluate the effectiveness of Priestley's dramatic techniques.</p> <p>To have an understanding of Priestley's dramatic methods with contemporary social and political contexts</p> <p><u>Dr Jekyll and Mr Hyde</u></p> <p>Analyse the narrative structure of "Dr Jekyll and Mr Hyde," discussing how Stevenson's use of multiple perspectives and nonlinear</p>	<ul style="list-style-type: none"> <li>• how effective a statement is.</li> </ul> <p>To craft:</p> <ul style="list-style-type: none"> <li>• A personal response.</li> <li>• A sophisticated, perceptive and detailed critical analysis of the text.</li> </ul> <p><u>Romeo and Juliet.</u></p> <ul style="list-style-type: none"> <li>• The plot</li> <li>• Themes</li> <li>• Characters.</li> <li>• PEDAZCE acronym and be able to use the acronym appropriately</li> <li>• Subject Terminology</li> <li>• Dramatic methods and how Shakespeare uses these through 'Romeo and Juliet'.</li> <li>• Elizabethan era practices.</li> <li>• Key events from the 16<sup>th</sup> and 17<sup>th</sup> Century.</li> <li>• How these events influenced Shakespeare's writing of 'Romeo and Juliet'.</li> <li>• How this fits in to the Literary Timeline</li> <li>•</li> </ul>	<p>rhetoric.</p> <ul style="list-style-type: none"> <li>• The importance of fluency and grammar in speech.</li> <li>• Engage with an audience.</li> <li>• Standard English and the rules necessary to use accurately.</li> <li>• The setting where Standard English is required.</li> <li>• How to synthesise information.</li> <li>• How to construct relevant and appropriate questions in response.</li> </ul> <p><u>Relationships Poetry</u></p> <p>To understand:</p> <ul style="list-style-type: none"> <li>• Language methods.</li> <li>• Structural methods.</li> <li>• Poetic methods.</li> <li>• The terminology for analysis.</li> <li>• How to develop a critical exploration and understanding.</li> <li>• Poet's intent.</li> <li>• Context of the Literary timeline from the Romantic Movement.</li> <li>• How to compare poems.</li> </ul>
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	<p>storytelling enhances the psychological complexity of the novella.</p> <p>Evaluate the themes I in "Dr Jekyll and Mr Hyde," considering their philosophical and psychological implications for both Victorian and modern readers.</p> <p>To create a critical analysis of the characters in "Dr Jekyll and Mr Hyde,"</p> <p>Analyse how "Dr Jekyll and Mr Hyde" adheres to and diverges from the conventions of</p>		
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	fin-de-siècle literature and gothic literature, considering the novella's reflection of contemporary anxieties and innovations in narrative style.		
<p><b><u>Generic Composite Skills:</u></b></p> <p><b><u>An Inspector Calls</u></b></p> <p>To select:</p> <ul style="list-style-type: none"> <li>Judicious textual detail</li> <li>Methods from within an extract.</li> </ul> <p>To infer:</p> <ul style="list-style-type: none"> <li>Show perceptive inference when comparing texts.</li> </ul> <p>To compose:</p> <ul style="list-style-type: none"> <li>An evaluative and detailed personal response to the question and task.</li> <li>Thematic references with cross text links.</li> </ul>	<p><b><u>HO Composites:</u></b></p> <p><b><u>An Inspector Calls</u></b></p> <p>1.To compose a <b>critical/conceptualised</b> response to task and text.</p> <p>2. To integrate <b>judicious</b> references throughout response.</p>	<p><b><u>Composite Skills:</u></b></p> <p><b><u>Language Paper 1: Writing</u></b></p> <p>To apply:</p> <ul style="list-style-type: none"> <li>Communicate clearly and coherently.</li> <li>Register is appropriately, convincing and compelling for the audience.</li> <li>Varied and inventive use of Structural features.</li> <li>Extensive and ambitious vocabulary choices.</li> <li>Well-crafted linguistic methods.</li> <li>A full range of punctuation used accurately.</li> <li>Accurate sentence demarcation.</li> <li>Fluently linked paragraphs with integrated discourse markers.</li> </ul> <p><b><u>Language Paper 1: Reading</u></b></p> <p>To select:</p>	<p><b><u>Composite Skills:</u></b></p> <p><b><u>Language Paper 2: Writing.</u></b></p> <ul style="list-style-type: none"> <li>Communicate clearly and coherently.</li> <li>Register is appropriately, convincing and compelling for the audience.</li> <li>To apply non-fiction structural features.</li> <li>Varied and inventive use of Structural features.</li> <li>Extensive and ambitious vocabulary choices.</li> <li>Well-crafted non-fiction methods.</li> <li>A full range of punctuation used accurately.</li> <li>Accurate sentence demarcation.</li> <li>Fluently linked paragraphs with integrated discourse markers.</li> </ul> <p><b><u>Spoken Language:</u></b></p>





<p>To analyse</p> <ul style="list-style-type: none"> <li>How the method adds to the atmosphere and tension of the play.</li> <li>the effects of the writer's choice of language/structure in detail.</li> <li>The perspectives of shown by specific detailed links between context and text.</li> <li>The contextual factors shown by detailed links between context and text.</li> </ul> <p><b><u>Dr Jekyll and Mr Hyde.</u></b></p> <p>1.To compose a clear To select:</p> <ul style="list-style-type: none"> <li>Judicious textual detail</li> <li>Methods from within an extract.</li> </ul> <p>To infer:</p> <ul style="list-style-type: none"> <li>Show perceptive inference when comparing texts.</li> </ul> <p>To compose:</p> <ul style="list-style-type: none"> <li>A evaluative and detailed personal response to the question and task.</li> <li>Thematic references with cross text links.</li> </ul> <p>To analyse</p>	<p>3. To <b>analyse</b> language methods to support response.</p> <p>4. To <b>explore</b> how the writer's methods create meaning.</p> <p>5. <b>Explore</b> how ideas/perspective/contextual factors support links between task and text</p> <p><b><u>Dr Jekyll and Mr Hyde.</u></b></p> <p>1.To compose a <b>critical/conceptualised</b> response to task and text.</p> <p>2. To integrate <b>judicious</b> references</p>	<ul style="list-style-type: none"> <li>Judicious textual detail</li> <li>Methods from within an extract.</li> </ul> <p>To infer:</p> <ul style="list-style-type: none"> <li>Show perceptive inference when comparing texts.</li> </ul> <p>To compose:</p> <ul style="list-style-type: none"> <li>A evaluative and detailed personal response to the question and task.</li> <li>Thematic references with cross text links.</li> </ul> <p>To analyse:</p> <ul style="list-style-type: none"> <li>the effects of the writer's choice of language/structure in detail.</li> <li>The effects of the writer's choice of structural methods in detail.</li> <li>The perspectives of shown by specific detailed links between context and text.</li> <li>The contextual factors shown by detailed links between context and text.</li> </ul> <p><b><u>Literature Paper 2: Relationships Poetry.</u></b></p> <p>To identify:</p> <ul style="list-style-type: none"> <li>Judicious evidence from the text.</li> <li>Language, structural, poetic methods from within a poem and develop links between poems.</li> </ul>	<ul style="list-style-type: none"> <li>Express sophisticated ideas, information, feelings.</li> <li>Express fluently and grammatically in speech.</li> <li>Use sophisticated and well-chosen vocabulary.</li> <li>Organise and structure presentations using effective methods.</li> <li>Listen to questions, feedback and respond perceptively.</li> </ul> <p><b><u>Romeo and Juliet</u></b></p> <p>To select:</p> <ul style="list-style-type: none"> <li>Judicious textual detail</li> <li>Methods from within an extract.</li> </ul> <p>To infer:</p> <ul style="list-style-type: none"> <li>Show perceptive inference when comparing texts.</li> </ul> <p>To compose:</p> <ul style="list-style-type: none"> <li>A evaluative and detailed personal response to the question and task.</li> <li>Thematic references with cross text links.</li> </ul> <p>To analyse:</p> <ul style="list-style-type: none"> <li>the effects of the writer's choice of language/structure in detail.</li> </ul>
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<ul style="list-style-type: none"> <li>How the method adds to the atmosphere and tension of the novella.</li> <li>the effects of the writer's choice of language/structure in detail.</li> <li>The perspectives of shown by specific detailed links between context and text.</li> <li>The contextual factors shown by detailed links between context and text.</li> </ul>	<p>throughout response.</p> <p>3. To <b>analyse</b> language methods to support response.</p> <p>4. To <b>explore</b> how the writer's methods create meaning.</p> <p>5. <b>Explore</b> how ideas/perspective/contextual factors support links between task and text.</p>	<ul style="list-style-type: none"> <li>Thematic links between poems.</li> </ul> <p>To analyse:</p> <ul style="list-style-type: none"> <li>The meaning of explicit and implicit meaning from the quotation.</li> </ul> <p>To craft:</p> <ul style="list-style-type: none"> <li>A personal response.</li> <li>critical, exploratory comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>The effects of the writer's choice of structural methods in detail.</li> <li>The perspectives of shown by specific detailed links between context and text.</li> <li>The contextual factors shown by detailed links between context and text.</li> </ul>
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St Philip Howard Catholic Voluntary Academy



Department Planning 2024

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St Ralph  
Sherwin  
Catholic Multi Academy Trust



ST. PHILIP HOWARD  
CATHOLIC VOLUNTARY ACADEMY



Final composition/ Deliberate Practice:	Final composition/ Deliberate Practice:	Final composition/ Deliberate Practice:
<p><u>Literature Paper 2: An Inspector Calls</u></p> <p>Composing an in depth <b>explanation/ analysis/ exploration/ critique</b> of Priestley's presentation of key themes in 'An Inspector Calls'.</p> <p>AND</p> <p>How the different generations respond to events throughout the play.</p> <p>How Priestley's intent supports their craft and delivers an impactful message.</p> <p><u>Literature Paper 1: Dr Jekyll and My Hyde</u></p> <p>Composing an in depth <b>explanation/ analysis/ exploration/ critique</b> of how Stevenson uses settings to create mystery and fear.</p> <p>AND</p> <p>Comparison between other extracts in the novella as a whole</p> <p>How Stevenson's intent supports their craft and delivers an impactful message.</p>	<p><u>Language Paper 1: Writing</u></p> <p>Produce a <b>some successful/ consistently clear/ convincing/ compelling</b> piece of creative writing. Either: Write a story set on a dark night as suggested by this picture OR Write a story about a game that goes badly wrong.</p> <p>AND</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p><u>Literature Paper 2: Relationships poetry</u></p> <p>Composing an in depth <b>exploratory/ analytical/ exploratory/ critical</b> comparison of 'When we two parted' and 'Winter Swans'.</p>	<p><u>MOCK EXAMS</u></p> <p><u>SPOKEN LANGUAGE</u></p> <p>PRESENTATIONS TO BE UPLOADED TO SHARED BY 19<sup>TH</sup> JULY.</p> <p><u>Literature Paper 1: Romeo and Juliet</u></p> <p>Composing an in depth <b>explanation/ analysis/ exploration/ critique</b> of how Shakespeare presents attitudes towards love in this speech and how Shakespeare presents attitudes towards love in the play as a whole.</p> <p>AND</p> <p>Comparison between other extracts in the novella as a whole</p> <p>How Shakespeare's intent supports their craft and delivers an impactful message.</p>



### Adaptive Curriculum Content

- Present a simplified summary of the plot, focusing on key events and main characters.
- Use visual aids such as storyboards or knowledge organisers to help students visualise the sequence of events and plot progression.
- Identify and explain simplified versions of the main themes of the play, such as honesty, responsibility, and consequences.
- Use real-life examples and relatable scenarios to illustrate these themes.
- Introduce literary terms such as plot, theme, and character.
- Break down the PEDAZCE acronym into simple steps and provide examples of how to apply it to analyze the plot, themes, and characters of "An Inspector Calls."
- Explain dramatic techniques used in the play, such as dialogue, stage directions, and suspense.
- Use role-playing activities or short dramatic scenes to help students understand how these techniques are used to create tension and

### Adaptive Curriculum Content

#### Language Paper 1.

- Provide simplified explanations and examples to help students identify the intended audience and purpose of different types of writing.
- Use visual aids and simple language to illustrate how writing can vary depending on the audience and purpose.
- Introduce basic vocabulary terms such as adjectives, verbs, and adverbs, and explain how they can impact the tone and meaning of a piece of writing.
- Provide simple exercises or activities to help students practice choosing appropriate vocabulary for different contexts.
- Break down the process of narrative and descriptive writing into simple steps, focusing on creating clear settings, characters, and events.
- Provide templates or prompts to help students organise their ideas and structure their writing.  
Use hands-on activities and interactive exercises to reinforce learning and provide opportunities for practice.
- Teach students how to identify relevant evidence from a text to support their understanding and analysis.
- Provide guided practice exercises where students can practice selecting evidence from short passages or excerpts.
- Provide scaffolded activities where students can practice identifying and explaining the meaning of quotes from the text.

### Adaptive Curriculum Content

#### Language Paper 2

- Simplify explanations of different genres (e.g., letters, articles) and their purposes.
- Use visual aids and simple language to illustrate how writing can vary depending on the audience and purpose.
- Provide simple exercises or activities to help students practice choosing appropriate vocabulary for different contexts.
- Break down the process of writing non-fiction texts into simple steps, focusing on clear communication and organization.
- Provide templates or prompts to help students structure their writing effectively.
- Simplify explanations of logos (logic), ethos (credibility), and pathos (emotion) as persuasive techniques.
- Provide examples of how these techniques can be used in writing to convince or persuade.
- Introduce basic concepts of word class, sentence structures, punctuation rules, and grammatical rules.
- Use interactive exercises to reinforce learning and provide opportunities for practice.
- Provide scaffolded activities where students can compare extracts based on perspectives and methods.





<p>engage the audience.</p> <ul style="list-style-type: none"> <li>• Provide simplified information about life in early 20th-century Britain, including social classes, technology, and cultural norms. (AIC)</li> <li>• Introduce basic Gothic elements such as mystery, suspense and atmosphere (DRJHM)</li> <li>• Explain the concept of a fin-de-siècle novella as a literary genre characterized by themes of decadence and decay. (DRJMH)</li> <li>• Use multimedia resources such as photographs and videos to make the historical context relevant</li> </ul>	<p><b><u>Romeo and Juliet</u></b></p> <ul style="list-style-type: none"> <li>• Provide simplified summaries of the plot, key themes, and main characters of "Romeo and Juliet."</li> <li>• Use visual aids such as character maps or plot diagrams to help students understand the relationships and events in the play.</li> <li>• Introduce the PEDAZCE acronym for literary analysis, breaking down each step into simple terms and examples.</li> <li>• Teach basic subject terminology related to drama and Shakespearean language, providing definitions and explanations as needed.</li> <li>• Provide simplified information about Elizabethan era practices such as theater conventions and social norms.</li> </ul>	<p><b><u>Spoken Language</u></b></p> <ul style="list-style-type: none"> <li>• Simplify explanations of rhetoric as the art of persuasive speaking.</li> <li>• Provide examples of rhetorical devices such as repetition and parallelism.</li> <li>• Emphasise the importance of fluency and grammar in spoken language.</li> <li>• Provide simple exercises or activities to help students practice speaking fluently and accurately.</li> <li>• Teach students how to engage with an audience through eye contact, tone of voice, and body language.</li> <li>• Provide opportunities for students to practice speaking in front of others in a supportive environment.</li> <li>• Teach students how to construct relevant and appropriate questions in response to spoken information.</li> <li>• Provide examples and practice exercises to help students develop this skill.</li> </ul> <p><b><u>Relationships Poetry:</u></b></p> <ul style="list-style-type: none"> <li>• Introduce basic language, structural, and poetic methods used in poetry such as imagery, rhyme, and stanza structure.</li> <li>• Provide examples and visuals to help students understand how these methods contribute to the meaning and impact of a poem.</li> </ul>
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		<ul style="list-style-type: none"><li>• Teach basic terminology for analyzing poetry such as metaphor, simile, and symbolism.</li><li>• Provide opportunities for students to practice using this terminology to explore poems critically.</li><li>• Provide examples and explanations of how historical and cultural factors influence poetic themes and styles.</li><li>• Teach students how to compare poems based on language, structure, and theme.</li><li>• Provide scaffolded activities where students can compare and contrast poems to develop their critical thinking skills.</li></ul>
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**Adaptive Implementation Practices:**

- Break down complex concepts and texts into smaller, more manageable chunks.
- Provide step-by-step guidance and support as students work through challenging texts or tasks, gradually increasing independence as they progress.
- Incorporate visual aids such as diagrams, charts, and illustrations to enhance understanding of key plot points, character relationships, and thematic elements.
- Use multimedia resources, such as film adaptations or interactive presentations, to engage students with different learning styles.
- Incorporate hands-on, interactive activities that appeal to different senses and learning modalities.
- Encourage students to act out scenes, create character profiles, or design storyboards to deepen their understanding of the texts.
- Allow students to work in small groups or pairs to collaborate on assignments and projects.

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- Allow students to work in small groups or pairs to collaborate on assignments and projects.
- Use flexible grouping strategies to pair students with diverse abilities and strengths, providing opportunities for peer support and mentorship.
- Use ongoing formative assessment strategies, such as quizzes, exit tickets, or group discussions, to monitor student progress and adjust instruction accordingly.
- Provide timely feedback and guidance to help students identify areas for improvement and set goals for growth.
- Design engaging and interactive activities that promote

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- Use multimedia resources, such as film adaptations or interactive presentations, to engage students with different learning styles.
- Incorporate hands-on, interactive activities that appeal to different senses and learning modalities.
- Encourage students to act out scenes, create character profiles, or design storyboards to deepen their understanding of the texts.
- Allow students to work in small groups or pairs to collaborate on assignments and projects.
- Use flexible grouping strategies to pair students with diverse abilities and strengths, providing opportunities for peer support and mentorship.
- Use ongoing formative assessment strategies, such as quizzes, exit tickets, or group discussions, to monitor student progress and



<ul style="list-style-type: none"> <li>• Use flexible grouping strategies to pair students with diverse abilities and strengths, providing opportunities for peer support and mentorship.</li> <li>• Use ongoing formative assessment strategies, such as quizzes, exit tickets, or group discussions, to monitor student progress and adjust instruction accordingly.</li> <li>• Provide timely feedback and guidance to help students identify areas for improvement and set goals for growth.</li> <li>• Design engaging and interactive activities that promote active participation and critical thinking.</li> <li>• Incorporate role-playing, debates, creative writing exercises, and real-world connections to bring the texts to life and make learning meaningful for students.</li> </ul>	<p>active participation and critical thinking.</p> <ul style="list-style-type: none"> <li>• Incorporate role-playing, debates, creative writing exercises, and real-world connections to bring the texts to life and make learning meaningful for students.</li> </ul>	<p>adjust instruction accordingly.</p> <ul style="list-style-type: none"> <li>• Provide timely feedback and guidance to help students identify areas for improvement and set goals for growth.</li> <li>• Design engaging and interactive activities that promote active participation and critical thinking.</li> <li>• Incorporate role-playing, debates, creative writing exercises, and real-world connections to bring the texts to life and make learning meaningful for students.</li> </ul>
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<p><b><u>Assessment/s (Formative and Summative):</u></b></p>	<p><b><u>Assessment/s (Formative and Summative):</u></b></p>	<p><b><u>Assessment/s (Formative and Summative):</u></b></p>
<p><b><u>Assessed Pieces:</u></b>  <b>Reading:</b> An Inspector Calls essay question on older/ younger generations. Extract to whole Dr Jekyll and Mr Hyde essay on settings. (Literature Paper 2 and Paper 1).  <b>Speaking and Listening:</b> Discussion about presentation of key themes in AIC/ DRJMH.</p> <p><b>Checkpoints: Fortnightly Vocab/ Knowledge quizzes and Century Homework.</b></p> <p><b>DD1- 12<sup>TH</sup>- 16<sup>TH</sup> DECEMBER.</b></p> <p><b>Guidelines for test 1:</b>            Complete in 1 hour.            (Actual exam time would be 10 mins annotating, 50 mins writing). Must not have seen the question/ focused particularly on the specific theme but can have practised planning a number of different questions, including this.  <b>Guidelines for test 2:</b>            Complete in 1 lesson.            (Actual exam time would be 50 mins). Must</p>	<p><b><u>Assessed Pieces:</u></b>  <b>Reading:</b> Poetry Comparison- ‘When we two parted’ and ‘Winter Swans’.  <b>Writing:</b> Narrative/ Descriptive writing (night scene). Language Paper 1. Then, Q1-4 practise in class.  <b>Speaking and Listening:</b> Presentation on poems.</p> <p><b>Checkpoints: Fortnightly Vocab/ Knowledge quizzes and Century Homework.</b></p> <p><b>DD2- 27<sup>TH</sup>- 30<sup>TH</sup> MARCH.</b></p> <p><b>Guidelines for test 1:</b>            Complete in 50 mins. Can have practised structures, sentence structures, planning etc in advance in relation to topic but must not know the exact question. Can use plan and notes in the test.  <b>Guidelines for test 2:</b>            Complete in 1 hour.            (Actual exam time would be 10 mins annotating, 50 mins writing). Must not have seen the question/ focused on the poems in advance but can have completed comparison grids of different poems leading up to test.</p>	<p><b><u>Assessed Pieces:</u></b>  <b>Reading:</b>  <ul style="list-style-type: none"> <li>Romeo and Juliet question- attitudes to love.</li> <li>Practice Language Paper 2 Q1-4 in class.</li> </ul> <b>Writing:</b> Explanatory/Persuasive Script for SPL presentation.  <b>Speaking and Listening:</b> Spoken Language recordings- presentation on topic you feel strongly about.  <b>MOCKS:</b> Language Paper 1 and Language Paper 2. Literature Paper 1.</p> <p><b>Checkpoints: Fortnightly Vocab/ Knowledge quizzes and Century Homework.</b></p> <p><b>DD3- 10<sup>TH</sup>- 14<sup>TH</sup> JULY.</b></p> <p><b>Guidelines for Mocks:</b>            To be completed in 2 hours and 15 mins under exam conditions in the hall.  <b>Guidelines for test 2:</b>            Complete in 1 lesson.            (Actual exam time would be 50 mins). Must not have seen the question/ focused on the extract until the lesson before but can be given quote booklet in advance so that pupils can learn key phrases.</p>



not have seen the question/ focused on the extract in advance but can be given quote booklet where pupils can learn phrases/ quotes that may be applicable.

<u>Key Terms:</u>	<u>Key Vocabulary:</u>	<u>Key Terms:</u>	<u>Key Vocabulary:</u>	<u>Key Terms:</u>	<u>Key Vocabulary:</u>
ALLUSION ANTITHESIS CONJECTURE CARICATURE CONNOTATION EUPHEMISM EPITHET GROTESQUE PARODY SARCASM CYCLICAL EXPOSITION IN MEDIA RES	DEBASED TERROR MORAL DUALITY DUPLICITOUR MORAL MYOPIA MULTIFACETED DISSOCIATE GEMELLOLOGY DARWINISM AGNOSTIC	ALLITERATION ASSONANCE BALLAD COUPLET DICTION ELEGY END-STOPPED ENJAMBMENT FREE VERSE HYPERBOLE PERSONIFICATION PUN	ADMIRER ADORATION ADULATION AFFECTION ALLEGIANCE AMNITY ARDOR BELOVED BETROTHED COURTIER DEVOTEDLY EARNESTLY	ALLEGORY ALLUION BATHOS BLAZON COLLOQUIALISM COMIC RELIEF DYSPEMISM EPITHET EXTENDED METAPHOR IRONY MOTIF OXYMORON	PATRIARCHY PREDIAMENT AMOROUS FATE ABHOR ADVERSARY ARBITRATE LAMENT INCENDIARY CANKER PRODIGIOUS IMPETUOUS



MICROCOSM	PIOUS	REFRAIN	ETHERIALISE	PERSONIFICATION	CHASTITY
MOUTHPIECE	CATHARSIS	REPETITION	FERVENTLY	SATIRE	CELESTIAL
REALISM	FATALISTIC	RHYME	GENIALLY	SIMILE	FEUD
WHODUNIT	OMNIPOTENT	QUATRAIN	INFATUATION	ZOOMORPHISM	DISPARAGE
INTERJECTION	TROGLODYTIC	SONNET	JOCUNDITY	ANTITHESIS	MALCONTENT
HYPERBOLE	AUGMENT	SONNET	PARADISIACAL	ASIDE	ANTAGONIST
MYTHOPOETIC	SUBSUME	TONE	RAPTURE	BLANK VERSE	SOLEMNITY
SEMANTIC FIELD	TRANSFORMISM	IAMBIC		COUPLET	OBJECTIFY
PATHETIC FALLACY	ATAVISM	PENTAMETRE		DRAMATIC IRONY	VIRTOUOUS PORTENT
METONYMY	AUTONOMY	RHYMING COUPLET		PARADOX	
FORESHADOWING	CALLOUS	DRAMATIC		PARELLELISM	
SYMBOLISM	CULPABLE	MONOLOGUE		SONNET	
SATIRE	DIDACTIC	FREE VERSE		AGANORISIS	
FOREBODING	FAÇADE	NARRATIVE		ANTAGONIST	
JUXTAPOSITION	INFALLIBLE	SONNET		CATHARSIS	
SYNTACTIC	MISOGYNY			HARMATIA	
AUDITORY IMAGERY	OPPRESSION			HUBRIS	
TEMPRAL DEIXIS	OSTRACISED			PEREPETIA	
ARCHETYPE	PRIVILEGE				
EPISTOLARY	SECULAR				
DICHOTOMY	STEREOTYPE				
FOIL	VIRTUE				
FIN DE SIECLE					





<p><b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b></p> <ul style="list-style-type: none"> <li>History- Edwardian/Victorian Britain</li> <li>Geography- Industrial Revolution</li> <li>Pre/Post WW1/WW2</li> <li>Maths- monetary worth/pre-decimalisation</li> <li>Reading aloud when performing to develop articulation</li> </ul>	<p><b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b></p> <ul style="list-style-type: none"> <li>Multiple opportunities depending on choice of text to link to History, Geography, Art, Engineering.</li> <li>History- Knowledge of the Literary timeline.</li> </ul>	<p><b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b></p> <ul style="list-style-type: none"> <li>Links to history- specifically Elizabethan England</li> <li>The unit has numerous opportunities for cross curricular enrichment. Topics in texts link to history (homelessness and poverty across different time periods), CC (the death penalty) and Geography (the environment)</li> </ul>
<p><b><u>SMSC/ BV/ RSHE:</u></b></p> <ul style="list-style-type: none"> <li>'Dr Jekyll and Mr Hyde': societal expectations of behaviour and punishment for crime in the 19<sup>th</sup> century.</li> <li>'An Inspector Calls': societal differences 20<sup>th</sup> century with focus on class, gender, age inequality.</li> <li>'Dr Jekyll and Mr Hyde': free will and determinism.</li> <li>'An Inspector Calls': moral choices, personal and social responsibility.</li> </ul>	<p><b><u>SMSC/ BV/ RSHE:</u></b></p> <p>19<sup>th</sup>-21<sup>st</sup> century non-fiction texts on different aspects of society: healthcare, prisons, education etc.</p> <p>Writing to describe assessment on a game that goes wrong, exploring consequences.</p> <p>Moral issues linked to non-fiction texts studied- prejudice, injustice etc</p> <p>Value of relationships through voice/ characters in poetry.</p> <p>Writing to describe: other cultures/ settings.</p>	<p><b><u>SMSC/ BV/ RSHE:</u></b></p> <p>19<sup>th</sup>-21<sup>st</sup> century non-fiction texts on different aspects of society: healthcare, prisons, education etc.</p> <p>Moral issues linked to non-fiction texts studied- prejudice, injustice etc</p> <p>'Romeo and Juliet': idea of society and community spirit, banishment, relationships.</p> <p>19<sup>th</sup>-21<sup>st</sup> century non-fiction texts on different aspects of society: healthcare, prisons, education etc</p> <p>'Romeo and Juliet': crime, murder, moral choices, free will/</p>



<ul style="list-style-type: none"> <li>• Writing to describe assessment on a game that goes wrong, exploring consequences.</li> <li>• Moral issues linked to non-fiction texts studied- prejudice, injustice etc</li> <li>• Societal expectations of relationships in 19<sup>th</sup> century</li> <li>• 'Dr Jekyll and Mr Hyde': guilt, immortality, duality.</li> <li>• 'An Inspector Calls': idea of the supernatural, guilt, personal responsibility.</li> <li>• 'Dr Jekyll and Mr Hyde' cultural differences between 19<sup>th</sup> century England and 21<sup>st</sup>.</li> <li>• 'An Inspector Calls' focus on all cultural references to time and setting explored.</li> <li>• Study of cultural references in 19<sup>th</sup> and 20<sup>th</sup> century texts and the practices of the time.</li> <li>• 'Dr Jekyll and Mr Hyde': appreciation of differences in status, faith, culture and health/ well-being, welfare of others in society and democracy, adhering to the rule of law.</li> </ul>	<p>Study of cultural references in 19<sup>th</sup> and 20<sup>th</sup> century texts and the practices of the time.</p> <p>Appreciation of character differences through voices in poetry.</p> <p>AQA anthology of poetry which covers British writers over time- past and present and the different British values</p>	<p>determinism.</p> <p>'Romeo and Juliet': relationships, religion.</p> <p>Romeo and Juliet': connotations/ cultural associations of setting and writer's intentions.</p> <p>'Romeo and Juliet': Idea of democracy and appreciation of differences; rule of law.</p>
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St Philip Howard Catholic Voluntary Academy



Department Planning 2024



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust



**ST. PHILIP HOWARD**  
CATHOLIC VOLUNTARY ACADEMY