



## Key Stage 4 Framework for Learning Year 10 2018-2019: Successful Foundations Curriculum Area: English

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Syllabus</b>	AQA English Literature 8702 (Literature Paper 2)	AQA English Literature 8702 (Literature Paper 2)	AQA English Language 8700 (Language Paper 1)	AQA English Language 8700 (Language Paper 2)	AQA English Literature 8702 (Literature Paper 1)	<b>Summative (Jekyll and Hyde and Language)</b>
<b>Knowledge</b>	<p><b>Lord of the Flies</b> This unit will give students their first opportunity to study this novel which will be on Literature paper 2 which they will sit in 2020.</p> <p>As part of Literature Paper 2 (Modern Texts and Poetry), students will have to answer an essay based question on a prose text – we have chosen Lord of the Flies for this section because of its wide range of accessible themes and characters and enjoyable and engaging storyline. Students will get a choice of two questions in the exam and this will be a CLOSED BOOK exam which means they will not have a copy of the text in the exam with them. NOTE: Students don't need to use quotes in the same way as they used to – paraphrasing and referencing is accepted.</p>	<p><b>Poetry Anthology</b> This unit will prepare students for Literature paper 2 which they will sit in 2020.</p> <p>As part of Literature Paper 2 (Modern Texts and Poetry), students will have to answer one essay based question on TWO of the poems that the students will study as part of the AQA LOVE AND RELATIONSHIPS poetry cluster. Students will be presented with one of the poems from this cluster on the exam paper and they will have to decide which other poem from the cluster links well to that one and then answer an essay based comparison question on the two. This is a closed book exam and so they will not have a copy of any of the other poems from the cluster a part from the one on the exam</p>	<p>This unit will prepare students for the Language exam they will sit in 2020.</p> <p>This exam paper (Paper 1) is called Explorations in Creative Reading and Writing. There are 5 questions on the paper in total: four of them making up the reading section and one making up the writing section. Students will have 1 hour 45 minutes to complete the paper. The paper will have one source which will be an UNSEEN FICTION extract which students will answer the reading section questions on and will also use as a stimulus for the descriptive/narrative writing section. The extract will come from either 20<sup>th</sup> or 21<sup>st</sup> century.</p> <p><b>THIS HALF TERM STUDENTS WILL ALSO</b></p>	<p>This unit will prepare students for the Language exam they will sit in 2020.</p> <p>This exam paper (Paper 2) is called Writers' Viewpoints and Perspectives. There are 5 questions on the paper in total: four of them making up the reading section and one making up the writing section. Students will have 1 hour 45 minutes to complete the paper. The paper will have two sources which will both be UNSEEN NON-FICTION extracts (one 19<sup>th</sup> Century, one modern day) which students will answer the reading section questions on and will also use as a stimulus for the discursive writing section.</p>	<p><b>Macbeth</b> This unit will give students their first opportunity to study this play which will be on Literature Paper 1 which they will sit in 2020.</p> <p>As part of Literature Paper 1 (Shakespeare and the 19<sup>th</sup> Century Novel), students will have to answer an essay based question on the Shakespeare play Macbeth. Students will be presented with an extract from the play Macbeth and a question related to the extract. Students will be expected to craft an essay based response to this extract whilst also considering the wider play – meaning that they will have to make links to other events NOT featured in the extract. This will be a CLOSED BOOK exam. NOTE: Students don't need to use quotes in the same way as they used to – paraphrasing and referencing is accepted</p>	<p>This unit will cover a variety of topics in a summative, revision-based way. Students will revisit Jekyll and Hyde from Year 9 as well as Language Paper skills, focusing on revision techniques and recapping the content and skills involved.</p>
		ELE – 1 Day:		Year 10 Work Experience – 2 Weeks		



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		paper that has been selected by the board. Referencing and paraphrasing is fine in terms of supporting ideas from the students' chosen poem.	<b>COMPLETE THE SPOKEN LANGUAGE ELEMENT OF THE GCSE.</b>		when talking about events not mentioned in the extract given.	
<b>Skills</b>	<p>With this unit having a <b>LITERATURE PAPER 2 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>*Show an awareness of the writer's methods and what <b>EFFECTS</b> they have on texts</li> <li>*Embed subject terminology confidently when analysing and writing responses</li> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated essay that develops ideas carefully</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Understand the context of a text and how that links with the perceptions and ideas of the text</li> <li>*Embed a range of references to support their ideas</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>*Ensure that the writing of an essay demonstrates a clear awareness of how the</li> </ul>	<p>With this unit having a <b>LITERATURE PAPER 2 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>*Show an awareness of the writer's methods and what <b>EFFECTS</b> they have on the poems</li> <li>*Embed subject terminology confidently when analysing and writing responses – thinking specifically about poetic devices</li> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated essay that develops ideas carefully</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Understand the context of a text and how that links with the perceptions and ideas of the text</li> <li>*Embed a range of</li> </ul>	<p>With this unit having a <b>LANGUAGE PAPER 1 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>*Study the effects language and structure have on a text.</li> <li>*Read for meaning</li> <li>*Plan essays successfully and sophisticated essay</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Identify writers' methods and comment on/analyse the effects of these choices</li> <li>*Form a convincing opinion on a text and justify it in essay form</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>*Respond to a creative writing task thinking carefully about the audience and purpose in particular when considering their language and structural choices</li> </ul>	<p>With this unit having a <b>LANGUAGE PAPER 2 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>*Study the effects language and structure have on a text.</li> <li>*Read for meaning</li> <li>*Plan essays successfully</li> <li>*Structure a coherent and sophisticated essay</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Identify writers' methods and comment on/analyse the effects of these choices</li> <li>*Form a convincing opinion on a text and justify it in essay form</li> <li>*Compare non-fiction texts from different eras.</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>*Respond to a discursive writing task thinking carefully about the audience and purpose in particular when</li> </ul>	<p>With this unit having a <b>LITERATURE PAPER 1 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>*Show an awareness of the writer's methods and what <b>EFFECTS</b> they have on texts</li> <li>*Embed subject terminology confidently when analysing and writing responses – including <b>DRAMATIC</b> techniques given that this text is a play.</li> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated essay that develops ideas carefully</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Understand the context of a text and how that links with the perceptions and ideas of the text</li> <li>*Embed a range of references to support their ideas</li> </ul>	<p>As this unit is <b>SUMMATIVE</b> it will require students to develop the revision habits they will need to be successful during Year 11.</p> <p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>*Show an awareness of the writer's methods</li> <li>*Embed subject terminology confidently when analysing and writing responses</li> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated essay that develops ideas carefully</li> <li>Analyse the use of language and its impact on the reader</li> <li>*Understand the context of a text and how that links with the perceptions and ideas of the text</li> <li>*Embed a range of references to support their ideas</li> </ul> <p>The nature of the exam will require students to engage with an extract in order to respond to a question. They must be reminded that although the extract will provide them with some context and the ability to analyse, that it is up to them to know the plot and how the focus of the question is explored elsewhere in the</p>



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	<p>novel is being used</p> <p>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed. For the Lord of the Flies question on this exam, students can gain an additional 4 marks which is for their use of SPAG (spelling, punctuation and grammar).</p> <p><b><u>COMMUNICATION</u></b></p> <p>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</p> <p>* Students will use their communication skills when debating on the key themes and ideas and contextual references that are relevant to this text.</p> <p>* Teachers will use talk protocols to ensure that students are engaging with the themes and wider ideas in a more critical, exploratory and independent way. This could include:</p> <p>- debates around leadership</p>	<p>references to support their ideas</p> <p>*Make links between the poems</p> <p>*Craft a coherent and sophisticated comparative essay</p> <p><b><u>WRITING</u></b></p> <p>*Ensure that the writing of an essay demonstrates a clear awareness of how the novel is being used</p> <p>* The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar. This is key when writing a coherent and sophisticated essay on the anthology poetry.</p> <p><b><u>COMMUNICATION</u></b></p> <p>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</p> <p>* Students will use their communication skills when debating on the key themes and ideas and contextual references that are relevant to each of the poems.</p> <p>* Teachers will use talk</p>	<p>*Use a range of language and structural devices to create specific effects</p> <p>*Create engaging pieces of writing that contain relevant and imaginative ideas</p> <p>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to learners writing legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed.</p> <p><b><u>COMMUNICATION</u></b></p> <p>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</p> <p>* Teachers will use talk protocols to ensure that students are engaging with the challenges presented by the Language Paper. This could include:</p> <p>- group discussions on the mark scheme and what makes a successful response per question</p> <p>- using descriptive writing to explore engaging an audience</p>	<p>considering their language and structural choices</p> <p>*Use a range of language and structural devices to create specific effects</p> <p>*Create engaging pieces of writing that contain relevant and imaginative ideas</p> <p>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to learners writing legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed.</p> <p><b><u>COMMUNICATION</u></b></p> <p>*This half term students will complete their SPOKEN LANGUAGE element of the GCSE specification which involves a 5 minute speech with a round of questions from an audience.</p> <p>Teachers will use the stimulus sentence starter "If I Ruled the World..." to enable students to think about a serious issue they would change as the focus of their speech. They will be using the four strands of Oracy to help with the process of speech writing and delivery.</p> <p>*Communication skills will be developed to ensure that students can express the differences in the skills</p>	<p>*Link extracts to other events in the play</p> <p><b><u>WRITING</u></b></p> <p>*Ensure that the writing of an essay demonstrates a clear awareness of how the novel is being used</p> <p>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed. For the Macbeth question on this exam, students can gain an additional 4 marks which is for their use of SPAG (spelling, punctuation and grammar).</p> <p><b><u>COMMUNICATION</u></b></p> <p>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</p> <p>* Students will use their communication skills when debating on the key themes and ideas and contextual references that are relevant to this text.</p> <p>* Teachers will use talk protocols to ensure that</p>	<p>story</p> <p>*Study the effects language and structure have on a text.</p> <p>*Read for meaning</p> <p>*Plan essays successfully</p> <p>*Structure a coherent and sophisticated essay</p> <p>*Analyse the use of language and its impact on the reader</p> <p>*Identify writers' methods and comment on/analyse the effects of these choices</p> <p>*Form a convincing opinion on a text and justify it in essay form</p> <p><b><u>WRITING</u></b></p> <p>*Ensure that the writing of an essay demonstrates a clear awareness of how the novella is being used</p> <p>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed.</p> <p>*Respond to creative and discursive writing tasks thinking carefully about the audience and purpose in particular when considering their language and structural choices</p> <p>*Use a range of language and structural devices to create specific effects</p> <p>*Create engaging pieces of writing that contain relevant</p>
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	<p>qualities and students arguing that either Jack or Ralph is the most natural leader</p> <ul style="list-style-type: none"> <li>- writing from a specific characters' point of view in order to empathise through hot seating activities</li> <li>- talk trio activities on big questions to link to the contextual and thematic elements of the novel</li> </ul>	<p>protocols to ensure that students are engaging with the themes and wider ideas in a more critical, exploratory and independent way. This could include:</p> <ul style="list-style-type: none"> <li>- debates around the concept of love and what we as humans expect from our relationships</li> <li>- using role in group talk as a way of utilizing the reading strategies for meaningful dialogue</li> <li>- talk trio activities on big questions to link to the contextual and thematic elements of the poems</li> </ul>		<p>required at KS4. This will ensure that students understand and can apply them to their own work.</p> <p>* Teachers will use talk protocols to ensure that students are engaging with the challenges presented by the Language Paper. This could include:</p> <ul style="list-style-type: none"> <li>- group discussions on the mark scheme and what makes a successful response per question</li> <li>- exploring personal views and delivering speeches for Spoken Language</li> </ul>	<p>students are engaging with the themes and wider ideas in a more critical, exploratory and independent way. This could include:</p> <ul style="list-style-type: none"> <li>- debates around Shakespeare's intentions and motivations as well as students arguing that Macbeth is a play written for an audience of one</li> <li>- writing from a specific characters' point of view in order to empathise through hot seating activities</li> <li>- talk trio activities on big questions to link to the contextual and thematic elements of the play</li> </ul>	<p>and imaginative ideas</p> <p>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers learners writing legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed</p> <p><b><u>COMMUNICATION</u></b></p> <p>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</p> <p>* Teachers will use talk protocols to ensure that students are engaging with the themes and wider ideas in a more critical, exploratory and independent way. This could include:</p> <ul style="list-style-type: none"> <li>- debates around reputation and repression and arguing that Jekyll is a character we should feel sorry for</li> <li>- writing from a specific characters' point of view in order to empathise through hot seating activities</li> <li>- talk trio activities on big questions to link to the contextual and thematic elements of the novella</li> <li>- group discussions on the mark scheme and what makes a successful response per question</li> </ul>
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						<p>- using descriptive and discursive writing to explore engaging an audience</p>
<p><b>Assessment</b></p>	<p><i>Marking Point 1</i> The question will focus on either a character or theme and will be based on a section of the text that has been covered in class. The style of the question will mirror what can be expected in the Literature exam – students will receive a choice of two questions (one character based, and one theme based) and be asked to choose and respond to ONE.</p> <p><b>Do you think Piggy is an important character in Lord of the Flies?</b></p> <p><u>Write about:</u> *How Golding presents the character of Piggy *How Golding uses Piggy to present ideas about people and society</p> <p><b>OR</b></p> <p><b>How does Golding present the theme of civilisation in Lord of the Flies?</b></p> <p><u>Write about:</u> *How different characters respond to civilisation *How Golding uses the theme of civilisation to present ideas about people and society</p> <p><i>Marking Point 2</i> <b>Do you think Simon is an important character in Lord of the Flies?</b></p> <p><u>Write about:</u></p>	<p><i>Marking Point 1</i> Compare the ways poets present the idea of ROLE MODELS in <b>Follower</b> and <b>Climbing my Grandfather</b>.</p> <p><i>Marking Point 2</i> <b>PROGRESS TEST</b> <b>Students will sit a PROGRESS TEST in exam conditions on LOTF. The paper will be set out exactly as it will in the real exam and the exam will be completed under strict exam conditions to prepare students for their GCSE in Literature at the end of next year. Students will be given a choice of question, one character-based, the other thematic to test their knowledge and understanding of the text. This will be marked in line with department policy through the use of two stars and a wish as well as students being given a mark out of 30 for the content of their response as well as a mark out of 4 for SPAG, mirroring the GCSE exam.</b></p> <p><i>Marking Point 3</i> Compare how DISTANCE is explored in <b>Winter Swans</b> and <b>Letters From Yorkshire</b>.</p>	<p><i>Marking Point 1</i> Students will be given the opportunity to respond in timed exam conditions to Questions 1 and 2 of Language Paper 1. Question 1 focuses on information retrieval and question 2 focuses on language analysis.</p> <p><i>Marking Point 2</i> Students will be given a choice of 2 writing questions. There will be an image given as a form of stimulus as well as a narrative task.</p> <p><b>ONLY 2 DUE TO WORK EXPERIENCE</b></p>	<p><i>Marking Point 1</i> Students will be given a Language Paper 2-style Question 5 task – discursive writing. This will include a contentious statement that the students can agree or disagree with inspired by the source material they have studied.</p> <p><i>Marking Point 2</i> <b>PROGRESS TEST</b> <b>Students will sit a PROGRESS TEST in exam conditions on LANGUAGE PAPER 2 QUESTION 5. The paper will be set out exactly as it will in the real exam and the exam will be completed under strict exam conditions to prepare students for their GCSE in Language at the end of next year.</b></p> <p><i>Marking Point 3</i> Students will be given a Question 4-style comparison question to help them to further understand the process of comparing the writer's methods and attitudes in two texts from differing eras.</p> <p><i>Spoken Language</i> Students will also complete their Spoken Language assessments in class to be marked by their</p>	<p><i>Marking Point 1</i> Students will be given the opportunity to respond to a question that mirrors the exam. <b>Starting with this extract (Act 3, Scene 3) how does Shakespeare present betrayal?</b></p> <p><u>Write about:</u> *How Shakespeare presents betrayal in the extract *How Shakespeare presents betrayal in the play as a whole.</p> <p><i>Marking Point 2</i> Students will be given the opportunity to respond to a question that mirrors the exam. <b>Starting with this extract (Act 4, Scene 1) how does Shakespeare present the supernatural?</b></p> <p><u>Write about:</u> *How Shakespeare presents the supernatural in the extract *How Shakespeare presents the supernatural in the play as a whole.</p>	<p><i>Marking Point 1</i> Students will be given the opportunity to respond to a question that mirrors the exam. <b>Starting with this extract (Act 5, Scene 3) how does Shakespeare present Macbeth as a strong character?</b></p> <p><u>Write about:</u> *How Shakespeare presents Macbeth in the extract *How Shakespeare presents Macbeth in the play as a whole.</p> <p><i>Marking Point 2</i> <b>PROGRESS TEST</b> <b>Students will sit a PROGRESS TEST in exam conditions on Macbeth. The paper will be set out exactly as it will in the real exam and the exam will be completed under strict exam conditions to prepare students for their GCSE in Literature at the end of next year. Students will be given one question and one extract to test their knowledge and understanding of the text. This will be marked in line with department policy through the use of two stars and a wish as well as students being given a mark out of 30 for the content of their response as well as a mark out of 4 for SPAG, mirroring the GCSE exam.</b></p>



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	<p>*How Golding presents the character of Simon          *How Golding uses Simon to present ideas about people and society  <b>OR</b>  <b>How does Golding present the beast in Lord of the Flies?</b>  <u>Write about:</u>          *How different characters respond to the beast          *How Golding uses the beast to present ideas about people and society</p> <p><i>Marking Point 3</i>  <b>How does Golding present Ralph in Lord of the Flies?</b>  <u>Write about:</u>          *How Golding presents the character of Ralph          *How Golding uses Ralph to present ideas about people and society  <b>OR</b>  <b>How does Golding present loss of innocence in Lord of the Flies?</b>  <u>Write about:</u>          *How different characters progress throughout the novel          *How Golding uses a loss of innocence to present ideas about people and society</p>	<p><i>Marking Point 4</i>          Compare how LOSS is explored in <b>When We Two Parted</b> and <b>ONE other poem from Love and Relationships</b>.</p>		<p>teachers.</p>		<p><i>Marking Point 3</i>          Students will be given a choice of 2 writing questions. There will be an image given as a form of stimulus and the task options will be creative writing based.</p>
<p><b>Cultural Enrichment</b></p>	<p><b>READ</b>          The Coral Island by R.M. Ballantyne          Swallows and Amazons by Arthur Ransome</p> <p><b>WATCH</b>          1963 film version</p> <p><b>VISIT</b>          Imperial War Museum to</p>	<p><b>READ</b>          The Laboratory by Robert Browning          Sonnet 130 by William Shakespeare</p> <p><b>WATCH</b>          BBC Bitesize videos for poets discussing their work          BBC Poetry Live event</p>	<p><b>READ</b>          Tales of the Unexpected by Roald Dahl (The Landlady, Lamb to the Slaughter and The Hitchhiker) – language and structure and how to hook a reader.          The Shawshank Redemption – 100-page short story</p>	<p><b>READ</b>          - Broadsheet newspaper comment pieces          - Charlie Brooker comment pieces          - Caitlin Moran pieces</p> <p><b>WATCH</b>          TED Talks on YouTube          Lemn Sissay Ted Talk</p>	<p><b>READ</b>          Hamlet</p> <p><b>WATCH</b>          1971 Roman Polanski version          The Understudy (Inside No. 9)</p> <p><b>LISTEN</b>          Stephen Fry – Great Leap</p>	<p><b>READ</b>  <i>Poetry</i>          To His Lost Lover by Simon Armitage          I Wanna Be Yours by John Cooper Clarke          Mrs Midas by Carol Ann Duffy</p> <p><i>Language</i>          1984 by George Orwell</p>



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	<p>gain an appreciation of World War 2 and the Cold War. Students could look at soldiers' uniforms to draw parallels between them and Jack's face paint.</p> <p><b>CAREERS</b> Author visit to discuss form and writing. Journalism focus - news day based on the events of the novel being studied.</p>	<p>(with Y11 – PP) The Not Dead by Simon Armitage</p> <p><b>VISIT</b> Portico/John Rylands library to be exposed to a wider range of poetry and to research the poets in the anthology.</p> <p><b>CAREERS</b> ELE day – careers event involving guest speakers coming in e.g. LadBible – focus on marketing. Poet visit.</p>	<p><b>WATCH (listen)</b> LeVar Burton Reads... (podcast) Evil Genius – Russell Kane (podcast) Students can gain a better understanding of how to construct a narrative and why linguistic devices are effective</p> <p><b>VISIT</b> Loreto College HAPS event</p>	<p><b>VISIT</b> Suffragette exhibition Students can see how language has been used to persuade and protest</p> <p><b>CAREERS</b> Journalism, vlog focus – former student vlogger</p>	<p>Years (podcast) Historical figures are discussed which can help students to explore context</p> <p><b>VISIT</b> Loreto College HAPS</p>	<p>Guardian comment pieces</p> <p><b>WATCH</b> TED talks Jack Petchey Speak Out competition</p> <p><b>VISIT</b> Loreto College HAPS</p> <p><b>CAREERS</b> University visit for students.</p>
<p><b>Character</b></p>	<p> QofS – Optimism</p> <p><b>Optimism:</b> As it's the start of the two year GCSE course, students will need to start Year 10 with optimism. LOTF should be a great opportunity to enjoy literature whilst working on key exam skills and starting to get into positive revision habits.</p>	<p> QofS – Empathy</p> <p><b>Empathy:</b> Students will need to empathise with a range of poets, speakers and subjects of each poem in the anthology, searching for alternative points of view and being critical about the motives of both speaker and poet to convey meaning to the reader.</p>	<p>  QofS – Creativity &amp; Curiosity</p> <p><b>Creativity &amp; Curiosity:</b> Students should exercise their creative spark this half term with some opportunities to work on descriptive and narrative writing as part of Language Paper 1. This half term will also see students reflecting on their first Progress Test of Year 10 taken before Christmas, and is a fantastic chance to hone skills.</p>	<p>  QofS – Responsibility &amp; Reflection</p> <p><b>Responsibility &amp; Reflection:</b> Students need to be responsible for their own revision and engagement in lessons at this point in the year, they will move on to another language paper which can be challenging for some and so they need to be in good habits by this stage. As the paper consists of both 19<sup>th</sup> Century and modern texts, students should be encouraged to show their own curiosity for writing and language.</p>	<p>  QofS – Practice &amp; Resiliency</p> <p><b>Practice &amp; Resiliency:</b> Practicing the extract-based exam skills first learned during Year 9 whilst studying Jekyll and Hyde will be vital in the success of students in responding to Macbeth questions.</p> <p>This is approaching the point in the year when Year 11 students will be sitting GCSE exams and so it is important for the Year 10 cohort to see this happen but to be supported so they can deal with that pressure the following year.</p>	<p> QofS – Motivation</p> <p><b>Motivation:</b> As this is the final half term before Year 10 become Year 11, it is key that great revision habits are instilled during this half term and positive behavior is highlighted.</p> <p>As this is a summative SOW it is a fantastic opportunity for students to trial different revision techniques to support their revision the following academic year.</p>