Newent Community School & Sixth Form Centre

YEAR 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Big Idea	Responsibility, Power & Conflict	*Change, Redemption & Identity*	*Responsibility & Society*	*Writers' Craft and Perspectives*	*Conflict and Human Experiences*	*Speaking & Listening*
Content.	**Literature:** *A Christmas Carol* (Staves 1–2) Power & Conflict: *Ozymandias, London, My Last Duchess* **Language:** Paper 1 Section B – Creative Writing	**Literature:** *A Christmas Carol* (Staves 3–5) Power & Conflict: *Storm on the Island, The Prelude* **Language:** Paper 1 Section B – Creative Writing	**Literature:** *An Inspector Calls* (Act One) Introduction to Unseen Poetry **Language:** Paper 2 Section B – Education Speech Paper 2 Section A	**Literature:** *An Inspector Calls* (Act 3 & Whole Play) **Language:** Introduction to Language Paper 1 Sections A & B	**Literature:** Power & Conflict Poetry: *Charge of the Light Brigade, Exposure, Remains, Bayonet Charge, War Photographer, Kamikaze*	**Language:** Delivery of Spoken Language Endorsement **Introduction to**: Language Paper 1 Section A & B
What are students learning?	**Literature** • Dickens' presentation of Scrooge and Victorian society. • Themes of greed, poverty and responsibility. • How poets present power and conflict. **Language** • Narrative and descriptive writing. • Creating atmosphere, character and setting.	**Literature** • Complete *A Christmas Carol*. • Explore redemption, generosity and Dickens' message. • Compare ideas across anthology poems. **Language** • Develop structure and narrative viewpoint. • Craft ambitious creative writing.	**Literature** • Priestley's view of social responsibility, class and social inequality. • Introduction to analysing unseen poetry. **Language** • Explore persuasive speeches. • Compare viewpoints in non-fiction texts.	. **Literature** • Complete *An Inspector Calls*. • Explore Priestley's presentation of responsibility, class and social change. • Analyse dramatic methods and evaluate Priestley's message. **Language** • Introduction to Language Paper 1 Sections A & B. • Explore how fiction writers use language and structure to shape meaning.	**Literature** • Explore conflict, memory, identity and the human cost of war through the remaining anthology poems. • Develop comparisons across the anthology in preparation for GCSE Literature Paper 2. **Language** • Plan and rehearse Spoken Language presentation using persuasive and engaging communication	**Literature** • Consolidate knowledge of *An Inspector Calls*, the Power & Conflict anthology and Unseen Poetry. **Language** • Consolidate Language Paper 2 reading and writing skills through timed practice and mock examinations. • Reflect on examination performance to identify strengths and areas for improvement before Year 11 Deliver SLE

What are students learning to do?	• Analyse language, structure and form. • Compare ideas across poems. • Craft imaginative descriptive writing.	• Construct analytical essays. • Compare poems confidently. • Write engaging narratives using structural methods.	• Analyse dramatic methods. • Compare writers' viewpoints. • Write persuasive speeches for a clear audience and purpose.	• Analyse dramatic methods in extended essays. • Explain how writers use language and structure in fiction extracts. • Respond independently to GCSE-style reading questions.	• Compare anthology poems using conceptual arguments and precise textual evidence. • Deliver a confident spoken presentation using Standard English, appropriate register and rhetorical techniques.	• Apply examination strategies independently across Language and Literature. • Retrieve knowledge confidently and construct sustained, analytical responses under timed conditions.
Key words	Redemption, avarice, generosity, symbolism, conflict, power, imagery, metaphor, juxtaposition	Transformation, supernatural, compassion, allegory, thesis, comparison, context	Responsibility, capitalism, socialism, persuasion, ethos, pathos, logos, audience, purpose	Dramatic irony, stagecraft, tension, responsibility, morality, inference, perspective, structure, foreshadowing	Conflict, trauma, memory, identity, patriotism, sacrifice, imagery, symbolism, comparison	Rhetoric, audience, purpose, register, fluency, tone, emphasis, cohesion, retrieval, revision
Skills How are they learning it?	• Develop **analytical writing** through teacher modelling, shared reading and guided annotation. • Build **comparative skills** using planning grids and model responses. • Develop creative writing through **model texts, vocabulary retrieval** and **regular redrafting** linked to *A Christmas Carol* and the anthology.	• Strengthen essay writing through **live modelling,** whole-class feedback and **independent extended writing.** • Refine **comparative poetry skills** through retrieval practice and timed comparisons. • Improve narrative writing through **drafting, editing and peer critique.**	• Develop persuasive writing by **analysing model speeches** before independently producing GCSE-style responses. • Build confidence **comparing viewpoints** through guided reading and collaborative discussion. • Introduce unseen poetry through scaffolded annotation and model analysis.	• Develop analytical reading through **close language and structural analysis**, teacher modelling and **guided annotation.** • Strengthen extended essay writing through **scaffolded planning, whole-class feedback and independent practice.** • Apply **reading strategies** to unseen poems	• Develop **comparative poetry analysis** through retrieval practice, collaborative discussion and timed essay writing. • Refine spoken communication through **rehearsal, teacher modelling, peer feedback** and **formal presentation.** • Consolidate understanding through **retrieval activities** and low-stakes quizzes.	• Consolidate learning through **spaced retrieval, interleaving** and **full GCSE-style papers.** • Develop examination confidence through **personalised feedback (DIRT)** and targeted intervention. • **Reflect** on exam outcomes to set meaningful targets for Year 11.
Key Questions	• How does Dickens present social responsibility? • How do poets present power and conflict? • How can writers create engaging narratives?	• How does Dickens present selfishness and redemption? • How do poets communicate similar ideas in different ways? • How can writers shape meaning through structure?	• How does Priestley introduce ideas about social responsibility? • How do writers influence an audience? • How can viewpoints be compared effectively?	• How does Priestley use dramatic methods to communicate his message? • How do fiction writers use language and structure to shape meaning? • How can readers respond critically to unseen poetry?	• How do poets present conflict and the human experience in different ways? • How can spoken language be adapted to engage and influence an audience? • How do context and perspective shape our understanding of conflict?	• Which revision strategies are most effective? • How can I maximise marks across Language and Literature? • How can I become a confident and independent GCSE reader and writer?

Assessment (specific assessed piece(s); milestone(s))	**Poetry Comparison Essay (AO1, AO2 & AO3)** **Reading**: Compare ideas, methods and contextual influences across anthology poems. **Writing:** Construct a comparative analytical response using embedded quotations and subject terminology.	**A Christmas Carol Essay** **Question:** *How does Dickens present selfishness?* **Reading:** Select and analyse evidence from across the novella. **Writing**: Produce an extended Literature essay, integrating AO1, AO2 and AO3.	**Language Paper 2 Section B – Education Speech** **Writing:** Produce a persuasive speech demonstrating effective organisation, rhetorical devices and ambitious vocabulary	***An Inspector Calls* Essay** **Reading:** Analyse Priestley's presentation of responsibility through character, structure and dramatic methods. **Writing:** Produce a conceptual GCSE Literature essay	**Language Paper 2 Section A** **Reading:** Compare writers' viewpoints and perspectives in two non-fiction texts, selecting and synthesising evidence effectively.	**Year 10 Mock Examinations** **Literature Paper 2 (2026)** – *An Inspector Calls*, Power & Conflict Anthology and Unseen Poetry. **Language Paper 2 (2026)** – Sections A & B.