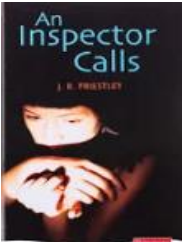




Key Stage 4: Long Term Plan

Year 10

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1 & 2</u>
<u>An Inspector Calls</u> Following on from an initial 'Faster Read' of the play at the end of Year 9, students will now approach the study of this play through an in-depth analysis of characters, themes, staging and the author's craft. Previous knowledge regarding political ideologies, attained whilst studying Animal Farm at KS3 is now revisited through a close study of Edwardian society / class systems to deepen their understanding of Priestley's intentions when writing the play. Students are also taught critical theory and challenged to apply it to their interpretations of the play. 	<u>Love and Relationships / Unseen Poetry</u> Students are required to study 15 poems under the 'Love and Relationships' cluster. As a content-heavy unit, this study of poetry will be split into two; the first study will comprise of the 'family' subsection (6 poems). Key themes relating to these poems, including loss, belonging, childhood, memory and identity – related to family relationships - are addressed. They will analyse the poet's use of language, structure and form for meanings and effects, and form meaningful connections between poems and their contexts. Students will practise writing analytical comparison essays in the style of the exam question. 	<u>Language Paper 1: Explorations in Creative Reading and Writing</u> Students will learn how to approach extracts of unseen fiction in preparation for their exam, including effective strategies for reading and retrieval, analysis and evaluation, where they will be taught processes to answer each question and practise applying these under timed conditions. Students will also learn how to craft their own narrative and descriptive texts, writing creatively for different purposes and audiences. 	<u>Love and Relationships / Unseen Poetry</u> Students will return to their study of the 'Love and Relationships' poetry cluster, this time to study the 'romantic' subsection (9 poems). Key themes relating to these poems, including loss, conflict, suffering, are addressed. They will analyse the poet's use of language, structure and form for meanings and effects, and form meaningful connections between poems and their contexts. Students will practise writing analytical comparison essays in the style of the exam question. 	<u>Romeo and Juliet</u> Students will begin this unit by undertaking a 'Faster Read' of the play; experience of reading Shakespeare at Key Stage 3 will ensure students are well-positioned to engage with and understand this text. The initial reading and understanding key concepts of character, plot, and setting will be followed by a closer analysis of key scenes, where students will have practise in reading and responding to exam-style, 'extract based' questions. 