



Sir John Cass Red Coat School Programme of Study – Key Stage 4

Subject: English

Year 10	Year 11
<p><u>Topics Covered/ Areas of Focus:</u></p> <p>In this half-term, study will largely be focused through JB Priestley’s An Inspector Calls for GCSE English Literature Unit 2, but will also include non-fiction, literary extracts and poetry connected to the themes of industry, inequality, conflict, and catastrophe to develop understanding of context and skills for GCSE English Language and the poetry sections of Literature Unit 2. Although the second Unit (after half-term) will also be focused on An Inspector Calls, it is recommended that students cover the whole play fairly swiftly within the first half of term, allowing the drama to drive the lessons, and then reviewing key sections and ideas once students have an understanding of how the whole play works.</p>	<p><u>Topics Covered/ Areas of Focus:</u></p> <p>In this half-term, study will be primarily focused on the ‘Conflict’ poems for GCSE English Literature Unit 2, as well as some practice of responses to unseen poems. Students will also, in extension, complete practice questions from the GCSE English/Language Unit 1 paper once a fortnight, and the lesson preceding each of these practices should focus on the skills required for those questions. There are 15 poems in the conflict cluster, and students should become familiar with each of them, annotating their own copies of the anthology, thus creating their own revision resource.</p>
<p><u>Skills Development & Expected Progress:</u></p> <p>Students will develop abilities to:</p> <ul style="list-style-type: none"> Understand and respond to writers’ social and political ideas Use quotations and references to details to support and illustrate interpretations Analyse linguistic, structural, and dramatic techniques, applying technical terminology as appropriate, but focusing largely on precise and developed explanations of effects Develop interpretations through an understanding of contexts related to the time of production, and explaining how ideas relate to modern life Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p><u>Skills Development & Expected Progress:</u></p> <p>Students will develop abilities to:</p> <ul style="list-style-type: none"> Understand and respond to writers’ ideas Use quotations and references to details to support and illustrate interpretations Analyse linguistic, structural, and poetic techniques, applying technical terminology as appropriate, but focusing largely on precise and developed explanations of effects Make comparisons of two poems based on ideas explored Make comparisons of two poems based on technical details Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
<p><u>Assessment:</u></p> <p>Cycle 1 (ends 25/09/15): How does Priestley present problems with Mr Birling’s attitudes in Act One? (Teachers may omit assessment of AO3 (Contexts) at this stage)</p>	<p><u>Assessment:</u></p> <p>Cycle 1 (ends 25/09/15): How does the poet present the effects of conflict in ‘Belfast Confetti’? (Unseen for more able sets, taught otherwise) Cycle 2 (ends 16/10/15): LIT2 Section A –</p>

<p>Cycle 2 (ends 16/10/15): How does Priestley explore contrasts in An Inspector Calls? (All 4 AOs to be used)</p> <p>Spoken Language assessment opportunities: Discussion Role play</p>	<p>Comparison (45 minutes) January 2012 Section A Compare how poets use language to present strong feelings in 'Poppies' and one other poem from <i>Conflict</i> <i>Or</i> Compare how poets present attitudes to war in 'Futility' and one other poem from <i>Conflict</i></p> <p>Spoken Language assessment opportunities: Discussion Presentations on poems Role plays as characters from poems (comparison of ideas through interaction of characters from different poems?)</p>
<p><u>Literacy:</u></p> <p>Written Literacy to be assessed through: Initial creative pieces Above assessed essays (AO4)</p>	<p><u>Literacy:</u></p> <p>Written Literacy to be assessed through: Initial creative pieces Above assessed essays</p>
<p><u>Numeracy:</u></p> <p>Task Timing Dates for context Structural analysis – number of lines per character per Act</p>	<p><u>Numeracy:</u></p> <p>Task Timing Dates for context Structural analysis – number of lines per character per Act</p>
<p><u>ICT:</u></p> <p>Opportunities for incorporation of ICT as decided by subject teacher</p>	<p><u>ICT:</u></p> <p>Students create presentations on individual poems as h/w</p>
<p><u>Life in Modern Britain:</u></p> <p>Democracy and discussion of socialist values versus capitalist values. Consideration of criminality of Birlings' actions and consequences. Discussion of the right to protest and withdraw labour.</p>	<p><u>Life in Modern Britain:</u></p> <p>Discussion of democracy as protection against dictatorships and corruption Discussion of ethics surrounding judgements of acts of violence</p>
<p><u>SMSC:</u></p> <p>This topic allows students to explore complex issues such as conflict, inequality, relationships, and justice through a range of texts. Moral: discussion and debate of ethics of political outlooks.</p>	<p><u>SMSC:</u></p> <p>This topic allows students to explore complex issues such as conflict, inequality, hierarchy, relationships, and justice through a range of poems. Moral: discussion and debate of ethics of political outlooks.</p>

<p>Social: impact of events in society. Cultural: How writers' attitudes reflect their cultural position</p>	<p>Social: impact of events in society. Cultural: How writers' attitudes reflect their cultural position</p>
<p><u>Meeting the needs of individual students & Additional Support:</u></p> <p>Students in targeted groups receive support from Academic Tutors, EMAG and SEND support staff</p>	<p><u>Meeting the needs of individual students & Additional Support:</u></p> <p>Students in targeted groups receive support from Academic Tutors, EMAG and SEND support staff</p>
<p><u>Extra-Curricular Activities & Club:</u></p> <p>Theatre trip to the National Theatre company's performance of <i>An Inspector Calls</i></p>	<p><u>Extra-Curricular Activities & Club:</u></p> <p>N/A</p>
<p><u>Independent Study/ Homework:</u></p> <p>Research of context</p> <p>Creation of revision resources based on classwork</p> <p>Further reading</p> <p>Creative writing</p>	<p><u>Independent Study/ Homework:</u></p> <p>Students are encouraged to get into the habit of constant revision by reviewing their anthologies</p> <p>Students can create presentations on individual poems as h/w</p>
<p><u>Resources for Learning Support and VLE:</u></p> <p>Texts and Resources JB Priestley - <i>An Inspector Calls</i> Wilfred Owen – 'Exposure' Christopher Edge (ed.) 19th Century Fiction and Non-Fiction (esp. 'Men and Women'; 'The World of Work'; 'Rich and Poor' Study guides available in main school library Study guides available online including BBC Bitesize and SparkNotes</p>	<p><u>Resources for Learning Support and VLE:</u></p> <p>Texts and Resources <i>The Moon on the Tides</i> anthology (Conflict cluster) SJCR Unseen poetry anthology Revision Guides Study guides available in main school library Study guides available online including BBC Bitesize and AQA</p>