## Barnsley Academy – Year 10 English Curriculum Scheme of Work – 2023-24

Term 1 Week 1								
	1	2	3	4				
Lesson Focus	Literature Paper 2 (A) Blood Brothers –	Literature Paper 2 (A) Blood Brothers – Quotations	Literature Paper 2 (A) Blood Brothers – Class	Literature Paper 2 (A) Blood Brothers – Class				
	Quotations	(AO1) Dood understand and respond to tout	(AO1) Road understand and respond to tout	(100)				
	(AO1) Read, understand and respond to text.	(AO1) Read, understand and respond to text. (AO2) Analyse the language, form and structure and	(AO1) Read, understand and respond to text. (AO2) Analyse the language, form and structure and effects, using relevant	(AO1) Read, understand and respond to text. (AO2) Analyse the language, form and structure and effects, using relevant				
	(AO2) Analyse the language, form and structure and	effects, using relevant subject terminology.	subject terminology.	subject terminology.				
	effects, using relevant subject terminology.		(AO3) Show understanding of the relationships between texts and the	(AO3) Show understanding of the relationships between texts and the contexts				
			contexts in which they were written.	in which they were written.				
Prerequisite	KS3 – Procedural Knowledge of understanding and	KS3 – Procedural Knowledge of understanding and	KS3 – Procedural Knowledge of understanding and responding to a	KS3 – Procedural Knowledge of understanding and responding to a				
Knowledge	responding to a Literature text.	responding to a Literature text.	Literature text.	Literature text.				
	KS3 - Knowledge of Approach to Analysis: KS3 initial introduction (Meaning, Connotation and Context of	KS3 - Knowledge of Approach to Analysis: KS3 initial introduction (Meaning, Connotation and Context of words)	KS3 - Knowledge of Approach to Analysis: KS3 initial introduction (Meaning, Connotation and Context of words)	KS3 - Knowledge of Approach to Analysis: KS3 initial introduction (Meaning, Connotation and Context of words)				
	words)	introduction (ivieaning, connotation and context or words)	Connotation and Context of Words)	Connotation and Context of words)				
Core Knowledge	Agreed Quotations and Analysis	Agreed Quotations and Analysis	Inequality: A difference between two or more groups or people that is	Inequality: A difference between two or more groups or people that is				
			unfair and discriminative.	unfair and discriminative.				
			<b>Fate:</b> Events being already decided and out of a person's control.	<b>Fate:</b> Events being already decided and out of a person's control.				
			Social Reform: A change to society intended to make it better.	Social Reform: A change to society intended to make it better.				
5	Cons Knowledge Losson Francis Medal of house	Cours Massached as Lancour, Foreigh Mandal of Lancota	Antithesis: When something is the opposite of something else.	Antithesis: When something is the opposite of something else.				
Expert Model /Guided	<b>Core Knowledge Lesson:</b> Expert Model of how to organise quotations and analysis on quotation	Core Knowledge Lesson: Expert Model of how to organise quotations and analysis on quotation cards.	Expert Model and Independent Practice Questions running parallel:					
Practice/Agreed	cards.	organise quotations and analysis on quotation cards.	Expert Model Question: The Importance of Class					
Approach			Independent Practice Question: Different Opportunities					
(Procedural			Strategy: - Split page for Expert Model and Independent Practice					
Knowledge)			- Split page for Expert Model and Independent Practice - Plan response, chunking each section (OI, S1, S2, S3 of each KF, Con), modelling each step of process and allowing students to complete their independent step successfully					
			directly after Expert Model.					
Independent	Core Knowledge Lesson: Expert Model of how to	Core Knowledge Lesson: Expert Model of how to	- Write Thought Process for initial response, using as guide for talking through process in Expert Model and for scaffold for students in Independent Practice Expert Model each step of initial response, chunking each section (HAP – OI, KF1, KF2, KF3, Con. LAP – OI, S1, S2, S3 of each KF, Con)					
Practice	organise quotations and analysis on quotation cards.	organise quotations and analysis on quotation cards.						
	Carus.		Thought Process:  Overall Impression:					
			- HOW the focus of the question has been presented throughout the text					
			- Impact on the journey of character (WHY)  STEP 1: Inference:					
			- Refer to your plan.					
			- Use a time preposition to introduce your first point. At the beginning of the play					
			- Summarise what you have inferred (worked out) about the character/theme at this point in the text.  STEP 2: Evidence					
			- Introduce the evidence that proves this. Add context – When? Who is it being said to? What is happening?					
			STEP 3: Analysis  -Use quotation cards for analysis					
			- Start with <b>Big Method</b> and explore the impact.					
			- Develop this idea with Word Level Analysis. Consider <b>Meaning, Connotations</b> and <b>Use in Context</b> .					
			Conclusion: - Lesson the writer intended from presentation of theme / character					
	D. C.	D. C.	- Impact of theme / play on the audience / society.	Condetion Charles described to 12 1/2 1/2 1/2 1/2				
Assessment	Review: - Quotations	Review: - Quotations	Circulation: Check understanding of Procedural Knowledge (Overall Impression, STEP paragraphs)	<b>Circulation:</b> Check understanding of Procedural Knowledge (Overall Impression, STEP paragraphs)				
(Informal/Formal)	- Methods to analyse	- Methods to analyse	Live feedback: Focusing on known gaps in knowledge – Overall Impression	Live feedback: Focusing on known gaps in knowledge – Overall Impression and				
			and STEP 3 analysis.	STEP 3 analysis.				
			<b>Self-assessment:</b> STEPS labelled and colour coded clearly, highlight where students have linked to focus of the question.	<b>Self-assessment:</b> STEPS labelled and colour coded clearly, highlight where students have linked to focus of the question.				
Resources	Video of Play (Act 1)	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser				
	Video of Play (Act 2)	Powerful Knowledge Plans Ougtation Cords	Powerful Knowledge Plans Overtation Cords	Powerful Knowledge Plans Outstains Cards				
Specific	Book Copy of Play  Modelling: Always handwritten under the visualiser in blue	Quotation Cards  Modelling: Always handwritten under the visualiser in blue books.	Quotation Cards  Modelling: Always handwritten under the visualiser in blue books.	Quotation Cards  Modelling: Always handwritten under the visualiser in blue books.				
SEN(D)/EAL	books.	Resources: All resources printed on blue paper for specific	Resources: All resources printed on blue paper for specific students – including	Resources: All resources printed on blue paper for specific students – including quotation				
support	Resources: All resources printed on blue paper for specific	students – including quotation cards and plans.	quotation cards and plans.	cards and plans.				
	students – including quotation cards and plans.  Difficult Content: ANC link made aware prior to lesson (e.g.,	Strategy: Agreed systematic approach to every essay question – consistent across all groups meaning Procedural Knowledge	<b>Strategy:</b> Agreed systematic approach to every essay question – consistent across all groups meaning Procedural Knowledge remains the same every response.	<b>Strategy:</b> Agreed systematic approach to every essay question – consistent across all groups meaning Procedural Knowledge remains the same every response.				
	violent or sexual content).	remains the same every response.	Resources: Plans, quotations and analysis provided to support students at the	Resources: Plans, quotations and analysis provided to support students at the beginning				
	Sexual references (pregnancy, 'in the club', innuendos, vulgar language)	<b>Resources:</b> Plans, quotations and analysis provided to support students at the beginning of each topic.	beginning of each topic.  Difficult Content: ANC link made aware prior to lesson (e.g., violent or sexual	of each topic.  Difficult Content: ANC link made aware prior to lesson (e.g., violent or sexual content)				
	Violence (guns, knives, swearing)	Difficult Content: ANC link made aware prior to lesson (e.g.,	content).	2 Soliteria rate minimase aware prior to ressor (e.g., violent or sexual content).				
	<u> </u>	violent or sexual content).	<u> </u>					