

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 – Quotations (AO1) Read, understand and respond to text. (AO2) Analyse the language, form and structure and effects, using relevant subject terminology.	Literature Paper 2 (A) Blood Brothers – Quotations (AO1) Read, understand and respond to text. (AO2) Analyse the language, form and structure and effects, using relevant subject terminology.	Literature Paper 2 (A) Blood Brothers – Class (AO1) Read, understand and respond to text. (AO2) Analyse the language, form and structure and effects, using relevant subject terminology. (AO3) Show understanding of the relationships between texts and the contexts in which they were written.	Literature Paper 2 (A) Blood Brothers – Class (AO1) Read, understand and respond to text. (AO2) Analyse the language, form and structure and effects, using relevant subject terminology. (AO3) Show understanding of the relationships between texts and the contexts in which they were written.
Prerequisite Knowledge	KS3 – Procedural Knowledge of understanding and responding to a Literature text. KS3 - Knowledge of Approach to Analysis: KS3 initial introduction (Meaning, Connotation and Context of words)	KS3 – Procedural Knowledge of understanding and responding to a Literature text. KS3 - Knowledge of Approach to Analysis: KS3 initial introduction (Meaning, Connotation and Context of words)	KS3 – Procedural Knowledge of understanding and responding to a Literature text. KS3 - Knowledge of Approach to Analysis: KS3 initial introduction (Meaning, Connotation and Context of words)	KS3 – Procedural Knowledge of understanding and responding to a Literature text. KS3 - Knowledge of Approach to Analysis: KS3 initial introduction (Meaning, 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 unfair and discriminative. Fate: Events being already decided and out of a person’s control. Social Reform: A change to society intended to make it better. Antithesis: When something is the opposite of something else.	Inequality: A difference between two or more groups or people that is unfair and discriminative. Fate: Events being already decided and out of a person’s control. Social Reform: A change to society intended to make it better. Antithesis: When something is the opposite of something else.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Core Knowledge Lesson: Expert Model of how to organise quotations and analysis on quotation cards.	Core Knowledge Lesson: Expert Model of how to organise quotations and analysis on quotation cards.	Expert Model and Independent Practice Questions running parallel: Expert Model Question: The Importance of Class Independent Practice Question: Different Opportunities Strategy: - 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. - 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)	
Independent Practice	Core Knowledge Lesson: Expert Model of how to organise quotations and analysis on quotation cards.	Core Knowledge Lesson: Expert Model of how to organise quotations and analysis on quotation cards.	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. <i>At the beginning of the play...</i> - 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 Big Method and explore the impact. - Develop this idea with Word Level Analysis. Consider Meaning, Connotations and Use in Context . Conclusion: - Lesson the writer intended from presentation of theme / character - Impact of theme / play on the audience / society.	
Assessment (Informal/Formal)	Review: - Quotations - Methods to analyse	Review: - Quotations - Methods to analyse	Circulation: Check understanding of Procedural Knowledge (Overall Impression, STEP paragraphs) Live feedback: Focusing on known gaps in knowledge – Overall Impression and STEP 3 analysis. Self-assessment: STEPS labelled and colour coded clearly, highlight where students have linked to focus of the question.	Circulation: Check understanding of Procedural Knowledge (Overall Impression, STEP paragraphs) Live feedback: Focusing on known gaps in knowledge – Overall Impression and STEP 3 analysis. Self-assessment: STEPS labelled and colour coded clearly, highlight where students have linked to focus of the question.
Resources	Video of Play (Act 1) Video of Play (Act 2) Book Copy of Play	Knowledge Organiser Powerful Knowledge Plans Quotation Cards	Knowledge Organiser Powerful Knowledge Plans Quotation Cards	Knowledge Organiser Powerful Knowledge Plans Quotation Cards
Specific SEN(D)/EAL support	Modelling: Always handwritten under the visualiser in blue books. Resources: All resources printed on blue paper for specific students – including quotation cards and plans. Difficult Content: ANC link made aware prior to lesson (e.g., violent or sexual content). Sexual references (pregnancy, ‘in the club’, innuendos, vulgar language) Violence (guns, knives, swearing)	Modelling: Always handwritten under the visualiser in blue books. Resources: All resources printed on blue paper for specific students – including quotation cards and plans. Strategy: Agreed systematic approach to every essay question – consistent across all groups meaning Procedural Knowledge remains the same every response. Resources: Plans, quotations and analysis provided to support students at the beginning of each topic. Difficult Content: ANC link made aware prior to lesson (e.g., violent or sexual content).	Modelling: Always handwritten under the visualiser in blue books. Resources: All resources printed on blue paper for specific students – including quotation cards and plans. Strategy: Agreed systematic approach to every essay question – consistent across all groups meaning Procedural Knowledge remains the same every response. Resources: Plans, quotations and analysis provided to support students at the beginning of each topic. Difficult Content: ANC link made aware prior to lesson (e.g., violent or sexual content).	Modelling: Always handwritten under the visualiser in blue books. Resources: All resources printed on blue paper for specific students – including quotation cards and plans. Strategy: Agreed systematic approach to every essay question – consistent across all groups meaning Procedural Knowledge remains the same every response. Resources: Plans, quotations and analysis provided to support students at the beginning of each topic. Difficult Content: ANC link made aware prior to lesson (e.g., violent or sexual content)..

