

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

Term 1 Week 1

| | 1 | 2 | 3 | 4 |
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| Lesson Focus | | Literature Paper 2 (A) Blood Brothers (AO1) Read, understand and respond to text. (AO3) Show understanding of the relationships between texts and the contexts in which they were written. | Literature Paper 2 (A) Blood Brothers (AO1) Read, understand and respond to text. (AO3) Show understanding of the relationships between texts and the contexts in which they were written. | Literature Paper 2 (A) Blood Brothers (AO1) Read, understand and respond to text. (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. Conventions of a play (A Midsummer Night’s Dream, Richard III, The Crucible, King Lear) Year 7 – Wolves of Willoughby Chase: ideas around Social Class. Year 8 – Richard III: ideas on Tragedy. Year 9 – King Lear: ideas on Tragedy, Poetry and Nonfiction: ideas on relationships and identity | KS3 – Procedural Knowledge of understanding and responding to a Literature text. Conventions of a play (A Midsummer Night’s Dream, Richard III, The Crucible, King Lear) Year 7 – Wolves of Willoughby Chase: ideas around Social Class. Year 8 – Richard III: ideas on Tragedy. Year 9 – King Lear: ideas on Tragedy, Poetry and Nonfiction: ideas on relationships and identity | KS3 – Procedural Knowledge of understanding and responding to a Literature text. Conventions of a play (A Midsummer Night’s Dream, Richard III, The Crucible, King Lear) Year 7 – Wolves of Willoughby Chase: ideas around Social Class. Year 8 – Richard III: ideas on Tragedy. Year 9 – King Lear: ideas on Tragedy, Poetry and Nonfiction: ideas on relationships and identity |
| Core Knowledge | | Core Knowledge: - Structure of GCSE Literature - Context (Liverpool 1960s – 80s, Margaret Thatcher and Conservative Government, Privatisation, disparity in Education,) - Plot (Key characters, events) - Key Terminology and Methods: Abject Poverty: Extreme poverty that is humiliating (and almost impossible to escape.) Social Reform: A change to society intended on improving the lives of everyone. Segregation: When a person or group are set or pushed aside so that they are isolated. Inequality: A difference between two or more groups or people that is unfair and discriminative. Microcosm: A miniature example of a much larger idea, linking to people and society. | Nature Vs Nurture: Upbringing Vs genetics having the greater effect on a person’s character. Superstition: The irrational fear of the supernatural influencing 'luck.' Fate: The idea that our path in life is already decided and we cannot change it. Symbolism: The use of a visual (image) to represent a deeper idea or message. Juxtaposition: The placement of two things together to show a contrasting effect. Foreshadowing: The hinting towards future events (Foreboding – negative future events). | Features of a Tragedy: Tragic Hero - A main character cursed by fate and in possession of a tragic flaw (both Mickey and Edward display some features of tragic heroes). Hamartia - The fatal character flaw of the tragic hero (their upbringings/differences, and their bond between one another). Catharsis - The release of the audience's emotions through empathy with the characters. Internal Conflict - The struggle characters engage with over incidents/flaws. (Mrs. Johnstone’s regret at giving one of her twins away). |
| Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) | | Core Knowledge Lesson: No Expert Model / Independent Practice. | Core Knowledge Lesson: No Expert Model / Independent Practice. | Core Knowledge Lesson: No Expert Model / Independent Practice. |
| Independent Practice | | Core Knowledge Lesson: No Expert Model / Independent Practice. | Core Knowledge Lesson: No Expert Model / Independent Practice. | Core Knowledge Lesson: No Expert Model / Independent Practice. |
| Assessment (Informal/Formal) | | Review: - Key characters (Mickey, Edward, Mrs Lyons, Mrs Johnstone), - Main themes (Class, Education, Superstition, Violence, Relationships) | Review: - Key characters (Mickey, Edward, Mrs Lyons, Mrs Johnstone), - Main themes (Class, Education, Superstition, Violence, Relationships) | Review: - Key characters (Mickey, Edward, Mrs Lyons, Mrs Johnstone), - Main themes (Class, Education, Superstition, Violence, Relationships) |
| Resources | | Knowledge Organiser Context | Video of Play (Act 1) Video of Play (Act 2) Book Copy of Play | Video of Play (Act 1) Video of Play (Act 2) Book Copy of Play |
| 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. 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. 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) |