



Year 10 English Language Knowledge Overview



Week No.	Big question	Learning intentions	Assignment	Online Resource	Offline Resource
1	<p>How is English Language Paper 2 different from Paper 1?</p> <p>How do we decipher a writer's view and how do we compare the views of a writer?</p>	<p>Students read page 6 of the support pack and make notes on how paper 2 is different to paper 1.</p> <p>Students consider how fiction and nonfiction are different and how the features writer use may differ.</p> <p>Students read sources A and B in pages 2-3 and note down what the writer's views are on the assignment question.</p> <p>Students pick out quotes to support their views. Students explain how the quotes demonstrate what the writer thinks.</p> <p>Students list what is different in the views.</p> <p>Students attempt the assignment.</p>	<p>Write a summary of the differences in opinion between how the writers view what are good manners.</p>	<p>Live Lesson</p> <p>Mr Bruff guide - youtube</p>	
2	<p>How is language used differently in a non-fiction text than a fiction text?</p> <p>How do we analyse language effectively?</p>	<p>Students re-read source A and summarise it.</p> <p>Students list what Omar felt and experienced.</p> <p>Students list the language features used – page 7 provides guidance of examples of these.</p> <p>Students pick out quotes to support their views. Students explain how the quotes demonstrate what Omar felt.</p> <p>Students attempt the assignment.</p>	<p>In source A how does the writer use language to convey Omar's feelings on what he experienced?</p>	<p>Live Lesson</p>	
3	<p>How do we compare the perspectives of two writers and explain how language is used to convey their views?</p>	<p>Students re-read source A and B.</p> <p>Students note down what the writer's views are on the assignment question. Students list the language features used – page 7 provides guidance of examples of these.</p> <p>Students pick out quotes to support their views. Students explain how the quotes demonstrate their views on manners and their effects on people.</p> <p>Students list what is different in the views.</p>	<p>How do the writers of the sources convey their differing views on manners and their effects on people?</p>	<p>Live Lesson</p>	



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		Students attempt the assignment.			
4	How do we write to persuade /argue effectively?	<p>Students consider what the main features of writing to persuade are by looking at page 4.</p> <p>Students study the structure of the article on page 4.</p> <p>Student consider how argue and persuade and both similar and different.</p> <p>Students list what they know of the topic and then what their personal view is.</p> <p>Students may wish to research the topic.</p> <p>Using page 4 as a guide, students complete the assignment.</p>	<p>'Footballers in Britain today are paid ludicrous salaries. It is unjustifiable that they receive more money than hard working people such as doctors and police officers. Action must be taken to put a curb on their wages.'</p> <p>Write a speech in which you argue your point of view.</p>	Live Lesson	
5	How do we apply the what, how, why method to aid us in improving our language analysis?	<p>Students re-read page 4 and summarise it.</p> <p>Students list what the writer believes about the assignment question. Students list the language features used – page 6 provides guidance of examples of these.</p> <p>Students pick out quotes to support their views. Students explain how the quotes demonstrate how the writer believes that the person who killed Cecil the Lion was wrong.</p> <p>Read the example of what, how, why in the pack. Page 5.</p> <p>Students attempt the assignment.</p>	<p>How does the writer use language to convey how wrong the person who killed Cecil the Lion was?</p>	Live Lesson	
6	How do we write to explain effectively?	<p>Students consider what explain means and how it is different to persuade and argue.</p> <p>Students list what they know of the topic in the assignment and then what their personal view is. Students may wish to research the topic.</p> <p>Student recap on the essay structure from argue and persuade. They decide what features would still be used and how the essay structure would be similar and different.</p> <p>Students attempt the assignment.</p>	<p>Task: A government minster has stated that: 'Good manners are the cornerstone of modern society. Without politeness and manners people cannot succeed in life and without them, the world is a cold and depressing place.'</p> <p>Write an essay for a local teenage website explaining your views.</p>	Live Lesson	



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