

Curriculum Overview: Year 10 English

To expose students to a variety of extracts, poetry, plays and texts from different eras in order to fully prepare them for their English Literature and English Language exam at the end of Key Stage 4. Students will be exposed to a range of subject specific terminology and will learn how to apply this accurately and appropriately in their critical writing. Students will also study the required skills for part of the English Language specification, being exposed to a range of fiction texts, and building on their own creative writing skills.

Term	Outline	Assessment	Key vocab/Reading strategies	Home learning	Skills focus
Autumn 1 Macbeth (8 weeks)	Students to understand the narrative of the play text Macbeth. Students will explore Shakespeare's use of dramatic techniques to explore key themes in the play. Students will develop their critical writing skills with a focus on exploring social/historical influences .	Progress Check: Extract assessment from Act 1. End Assessment: Extract to whole style assessment.	Tyranny Great Chain of Being Regicide Hamartia Hubris Witchcraft Tragedy Reading strategies: Students to read play text aloud in class. Rotate readers each lesson. Teachers to model Shakespearean language and guided reading.	Tasks to be set each week by class teacher.	<ul style="list-style-type: none"> • Analysis of dramatic methods • Analysis of structural techniques • Consideration of contextual factors • Critical writing and vocabulary
Autumn 2 19th Century Novel A Christmas Carol or Frankenstein or Jekyll & Hyde (7 weeks)	Students to understand the narrative of the 19 th Century novel. Students will explore the writer's use of symbolism to explore key themes in the novel. Students will develop their thesis-led approach whilst applying social, historical, and political context onto the text.	Progress Check: Extract assessment from opening chapters. End Assessment: Extract to whole style assessment.	Didactic Novella Transformation Catalyst Socialism/Capitalism Redemption Victorian Stave Foil Epiphany Metamorphosis Malthusian Workhouse	Tasks to be set each week by class teacher.	<ul style="list-style-type: none"> • Analysis of writer's methods • Analysis of structural techniques • Consideration of contextual factors • Critical writing and vocabulary

			<p>The Poor Law</p> <p>Reading strategies: Teachers to read novel and students follow along in their copy of the text. Guided reading.</p>		
<p>Spring 1 English Language Paper 1 Section A (3 weeks)</p> <p>World & Lives Poetry (3 weeks)</p>	<p>Students will read critically and comprehend themes, ideas and information in a range of literature and high-quality writing. Students will also summarise and synthesise ideas and information from a single text. Evaluation of a writer's choice of vocabulary, form, grammatical and structural features will also be undertaken.</p> <p>Students will read and critically analyse a range of poems from the AQA <i>Worlds and Lives</i> anthology, exploring how poets present ideas about identity, culture, place, conflict and human experience. They will develop their ability to compare writers' methods across poems, evaluating the impact of language, form and structure while building the analytical and essay-writing skills required for GCSE Literature.</p>	<p>Assessment: Questions 1-4</p> <p>Assessment: Poetry comparison question in the style of Lit Paper 2 Section B.</p>	<p>Language Structure Simile Metaphor Personification Flashback Focus shifts Dialogue Imagery Narrative perspective Juxtaposition</p> <p>Reading strategies: Students read a variety of fiction texts as guided by the teacher. Reading aloud sections of the text.</p>	<p>Tasks to be set each week by class teacher.</p>	<ul style="list-style-type: none"> • Analysis of writers' methods to create meaning • Analysis of language • Analysis of structural features • Evaluation skills • Using references to support ideas <ul style="list-style-type: none"> • Analysis of writers' methods to create meaning • Analysis of literary devices • Analysis of structural features • Evaluation skills • Using references to support ideas • Critical awareness of contextual influences

<p>Spring 2</p> <p>English Language Paper 1 Section B (5 weeks)</p> <p>PPEs – 2 weeks</p>	<p>Students will produce clear, coherent and accurate writing (describe and narrate). Students will be able to use language creatively and imaginatively.</p>	<p>Progress Check: Question 5</p> <p>PPEs – full paper 1 English Language and full paper 1 English Literature.</p>	<p>Language Structure Simile Metaphor Personification Flashback Focus shifts Dialogue Imagery Narrative perspective Juxtaposition</p>	<p>Tasks to be set each week by class teacher.</p>	<ul style="list-style-type: none"> Using a range of figurative language effectively Writing accurately and coherently Using a range of sentence types and punctuation Structuring a creative writing response
<p>Summer 1</p> <p>Spoken Language (4 weeks)</p> <p>World & Lives Poetry (3 weeks)</p>	<p>Students will present information and ideas clearly, using Standard English. Students should also be able to listen and respond appropriately to questions and feedback.</p> <p>Students will continue from spring 1 to analyse the themes, context and quotes from the poetry cluster.</p>	<p>Spoken Language component assessed in class by class teacher. 3 x classes to be recorded for submission.</p> <p>Assessment: Comparison poetry question.</p>	<p>Rhetoric Speech Rhetorical question Listing Emotive language Facts Statistics Anecdote</p>	<p>Students will research their chosen topic and prepare any resources they wish to use for their spoken language examination.</p>	
<p>Summer 2</p> <p>An Inspector Calls (6 weeks)</p>	<p>Students to understand the narrative of the play text An Inspector Calls. Students will explore Priestley's use of dramatic techniques to explore key themes in the play. Students will develop their thesis- led approach whilst applying social, historical, and political context onto the text.</p>	<p>Progress Check: Extract assessment from Act 1.</p> <p>End Assessment: Extract to whole style assessment.</p>	<p>Socialism Capitalism Edwardian era Industrial Revolution Social responsibility Social class Poverty Omniscient Prejudice Didactic Gender Dramatic irony</p>	<p>Tasks to be set each week by class teacher.</p>	<ul style="list-style-type: none"> Analysis of writer's methods Evaluate impact of choices on audiences of the time and modern audiences Dramatic techniques Structure Writer's intentions Critical writing and

			<p> Foreshadowing Chronological Allegory Mouthpiece </p> <p> Reading strategies: Students to read play text aloud. Rotate readers each lesson as directed by teacher. </p>		<p> vocabulary </p> <ul style="list-style-type: none"> Contextual influences
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