

Term 1		Term 2		Term 3	
<p>English Language Component 2a and b Non-fiction Reading</p> <p>How is our society reflected in texts from different time periods?</p>	<p>English Literature Component 1b and 2b A Christmas Carol and Poetry Anthology</p> <p>How does Dickens present the characters and themes of the novella? How do they reflect his views on mid-19th century society?</p> <p>How do anthology poets present ideas about the past?</p>	<p>English Literature Component 1b and 2a An Inspector Calls and Poetry Anthology</p> <p>How does Priestley present the characters and themes of the play? How does the play use multiple genres to reflect and explore the human condition?</p> <p>How do anthology poets present ideas about conflict?</p>	<p>English Language Component 2b Transactional Writing</p> <p>How can we express sophisticated views about real world issues in an apt and powerful way?</p>	<p>English Language Component 1a and b Fiction Reading and Writing</p> <p>How do writers present characters and relationships using a range of literary devices?</p> <p>How can we write an effective short story using different approaches and structures?</p>	<p>English Literature Component 1b and 2c Anthology and Unseen Poetry</p> <p>How do anthology poets present ideas about love and relationships, nature and human experience?</p> <p>How do we read and respond to unseen poetry with confidence and sophistication?</p>
<p>Rationale</p> <p>Building on the non-fiction units covered in KS3, we will retrieve the key aspects of non-fiction reading and learn how to apply them in GCSE examinations.</p> <p>In our non-fiction reading we will focus on themes that link to our study of <i>A Christmas Carol</i> for this term: working conditions, childhood, prisons and London.</p>	<p>Rationale</p> <p>Building on the portrayal of injustice as a theme in <i>Of Mice and Men</i> in Year 9, we now consider Dickens’s classic novella as social criticism as well as the story of Scrooge’s redemption. We will read, study and annotate the entire novella and complete close critical analysis of key extracts as we read.</p> <p>We will also cover the requirements of GCSE ‘exploding extract’ style questions, highlighting the procedural and substantive knowledge required for success.</p> <p>We will study the following poems to enhance our understanding of pre-20th century literature and Romanticism: <i>London</i>, <i>Ozymandias</i>, <i>To Autumn</i> and excerpt from <i>The Prelude</i>. Students will complete detailed annotation of all poems in their anthology, using the poetry essay plan to structure their notes in a consistent way: Content and Context/Language/Structure/Conclusion/Vocabulary</p>	<p>Rationale</p> <p>Following on from KS3 literary study and <i>A Christmas Carol</i>, we will once again look at a writer’s techniques including setting as microcosm and character development, as well as the themes of injustice, social responsibility, family and the class divide. Once again, contextual knowledge will be an important feature of our study, including reading on the Edwardian era, a consideration of post-war Britain and Priestley’s status as a prominent social commentator.</p> <p>We will also revise the requirements of GCSE ‘exploding extract’ style questions, again highlighting the procedural and substantive knowledge required for success.</p> <p>We will study the following poems that link to the themes and context of <i>An Inspector Calls</i>: <i>The Soldier</i>, <i>A Wife in London</i>, <i>Dulce et Decorum Est</i>, and <i>Mametz Wood</i>.</p>	<p>Rationale</p> <p>Here we build on the non-fiction writing types covered in KS3 using our literary study and non-fiction reading as stimuli for writing practice. We will also retrieve the persuasive devices covered in previous units to ensure we are using them in an appropriate and powerful way.</p> <p>We will cover the remaining writing types identified in the GCSE specification and practice planning, writing and proofreading under timed conditions. Writing types to be studied and practised: reports, speeches, leaflets, reviews</p>	<p>Rationale</p> <p>Building on the analytical approaches to reading in literature study, we now apply the same techniques to 20th century prose reading, as well as focusing on the examination technique required for success in English Language Component 1 Section A.</p> <p>Building on techniques studied in KS3, we now retrieve our creative writing skills. We develop here by studying a number of short stories in their entirety and considering how the writers create character, tension and emotional impact.</p> <p>Pupils will then have the opportunity to write at least two engaging short stories, one in first person and the other in third person. We also work on using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Rationale</p> <p>Building on Terms 1 and 2, we will now complete our study of the GCSE poetry anthology, focusing on the following poems in loose thematic groups. Love and relationships: <i>The Manhunt</i>, <i>Sonnet 43</i>, <i>She Walks in Beauty</i>, <i>Cozy Apologia</i> and <i>Valentine</i>. Nature and human experience: <i>Death of a Naturalist</i>, <i>Hawk Roosting</i>, <i>Afternoons</i>, <i>Living Space</i> and <i>As Imperceptibly as Grief</i>.</p> <p>We will also focus on the requirements of examination questions and how to write engaging and effective essay responses in the time required. The skills and techniques of precise comparison of poems will be explicitly taught, and students will have the opportunity to practise writing part (b) responses from memory.</p> <p>The reading approaches and essay techniques practised in anthology poetry will now be applied to reading and responding to unseen poetry. Pupils will practise at least one example of unseen poetry from a past examination paper.</p>

<p>Enrichment Opportunities Academic reading on themes and issues covered</p>	<p>Enrichment Opportunities Theatre and film productions of the novella when possible Academic reading on Dickens and writers from the anthology</p>	<p>Enrichment Opportunities Watching 'An Inspector Calls' - tickets</p>	<p>Enrichment Opportunities</p>	<p>Enrichment Opportunities Writing competitions Academic reading on short stories and their writers</p>	<p>Enrichment Opportunities Academic reading on further poets from the anthology Poetry writing and competitions</p>
<p>Formative assessment opportunities: Non-fiction comprehension questions Transactional writing practice</p> <p>Summative assessment: Non-fiction reading (1 hour timed exam conditions)</p>	<p>Formative assessment opportunities: Anthology annotation Poetry anthology part (a) response A Christmas Carol 'exploding extract' practice</p> <p>Summative assessment: 'Exploding extract' question on A Christmas Carol (45 mins. timed exam conditions)</p>	<p>Summative assessment: 'Exploding extract' question on An Inspector Calls (45 mins. timed exam conditions)</p>	<p>Formative assessment opportunities: Transactional writing practice</p>	<p>Formative assessment opportunities: Fiction comprehension questions Short story reading responses Narrative writing practice</p> <p>Summative assessment: English Language Component 2 (2 hours Y10 Language exam w/c 29th April and 6th May 2024)</p>	<p>Formative assessment opportunities: Anthology annotation Poetry anthology part (a) and (b) responses Unseen Poetry practice</p> <p>Summative assessment: 'Exploding extract' question on A Christmas Carol (45 mins. Y10 Literature exam w/c 29th April and 6th May 2024)</p>

Term 1		Term 2		Term 3	
<p>English Language Component 1a and b Fiction Reading and Creative Prose Writing</p> <p>How do writers present characters and relationships using a range of literary devices?</p> <p>How can we write, edit and improve effective short stories using different approaches and structures?</p> <p>How can we prepare for the examination effectively?</p>	<p>English Literature Component 1 Macbeth Anthology Poetry (revision)</p> <p>How does Shakespeare present the characters and themes of the play? How do they reflect the beliefs and attitudes of Jacobean society?</p> <p>How can we revise the poetry anthology effectively and identify thematic and stylistic comparisons?</p>	<p>REVISION: English Language Component 2a and b Non-fiction Reading and Transactional Writing</p> <p>How do we read and respond to non-fiction texts from different time periods? How do we draw effective comparisons between texts?</p> <p>How can we express sophisticated views about real world issues in an apt and powerful way?</p> <p>How can we prepare for the examination effectively?</p>	<p>REVISION: English Literature Component 2 An Inspector Calls, A Christmas Carol and Unseen Poetry</p> <p>How do Priestley and Dickens present their characters and themes in the texts? How do they reflect the beliefs and attitudes of the contexts in which they were written and set?</p> <p>How can we prepare effectively for the ‘exploding extract’ style examination questions?</p> <p>How can we prepare for the unseen poetry section effectively and identify thematic and stylistic comparisons in the poems?</p>	<p>REVISION: English Language Components 1 and 2 Fiction Reading and Creative Prose Writing Non-fiction Reading and Transactional Writing</p> <p>How can we fine tune our reading and writing skills in preparation for the final examinations?</p>	<p>REVISION: English Literature Components 1 and 2 Macbeth and Anthology Poetry An Inspector Calls, A Christmas Carol and Unseen Poetry</p> <p>How can we fine tune our literary knowledge and analysis in preparation for the final examinations?</p>
<p>Rationale</p> <p>Building on our English Language study from term 3 of Year 10, we continue to develop and fine tune our creative prose reading and writing knowledge and skills.</p> <p>Pupils will have the opportunity to refine their examination technique and the timings required to maximise their exam performance.</p> <p>Students will have the opportunity to write another piece of narrative writing, as well as editing drafts completed in Year 10 to produce a portfolio of their finest narratives.</p>	<p>Rationale</p> <p>Following our study of The Tempest and Romeo and Juliet at KS3, we now delve into the tragedy of Macbeth, exploring plot, character and theme. Academic discussion, wider reading and close analysis of key extracts will deepen pupils’ understanding of language and dramatic techniques. Students will also consider the importance of contextual influences on Shakespeare’s portrayal of the titular ‘tragic hero’ and themes such as the supernatural, kingship and overreaching ambition, demonstrating their understanding through essay length responses.</p> <p>We will prepare students for the poetry section of their mock examination through revision of the entire anthology, using examination questions and common themes as a basis for written responses.</p> <p>Students will practise writing about anthology poetry and Macbeth under timed conditions so that they have the knowledge and confidence to perform to their potential in their mock examinations.</p>	<p>Rationale</p> <p>As all aspects of the English Language specification have been covered in previous units, we now revisit the Language focus for the Year 10 mock examination, building on pupils’ prior knowledge and refining their examination technique and performance.</p> <p>Building on prior practice, we will ensure that students understand the timings and techniques required to maximise their score on the non-fiction comprehension, and understand how they can improve their individual performance on specific questions.</p> <p>We will ensure that any transactional writing types that students feel unsure about are revised. The importance of using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation, will be reiterated, modelled and practised. Audience awareness and format conventions will also be explicitly revised.</p>	<p>Rationale</p> <p>As all aspects of the English Literature specification have been covered in previous units, we now revisit the Literature texts read in Year 10, revising the context, key events, characters and themes in order to develop pupils’ prior knowledge and refine their examination technique and performance.</p> <p>An Inspector Calls will be the first area of focus, and pupils will have the opportunity to plan, write and assess examination responses both collaboratively and individually.</p> <p>Once the knowledge of examination technique for exploding extract style questions is secured on An Inspector Calls, pupils will have the opportunity to transfer this knowledge and apply it to their revision and practice on A Christmas Carol.</p> <p>Students will also have further opportunities to refine and secure their knowledge and approach to unseen poetry reading and response. They will prepare for a summative assessment to be completed under examination conditions before the Easter holidays.</p>	<p>Rationale</p> <p>Students will complete their preparations for the English Language examinations. Revision and written practice will be at the discretion of the class teacher, based on the needs of specific individuals and the group as a whole.</p>	<p>Rationale</p> <p>Students will complete their preparations for the English Literature examinations. Revision and written practice will be at the discretion of the class teacher, based on the needs of specific individuals and the group as a whole.</p>

GCSE English Language and English Literature Curriculum Map – Year 10 and 11

<p>Enrichment Opportunities Writing competitions Academic reading on short stories and their writers</p>	<p>Enrichment Opportunities Theatre and film productions of the play Academic reading on Shakespeare, the Jacobean era and witchcraft Further academic reading on poets from the anthology Poetry writing and competitions</p>	<p>Enrichment Opportunities Focus on revision using English revision guide and resources Theatre productions of set texts Further academic reading</p>	<p>Enrichment Opportunities Focus on revision using English revision guide and resources Theatre productions of set texts Further academic reading</p>	<p>Enrichment Opportunities Focus on revision using English revision guide and resources Theatre productions of set texts Further academic reading</p>	<p>Enrichment Opportunities Focus on revision using English revision guide and resources Theatre productions of set texts Further academic reading</p>
<p>Formative assessment opportunities: Fiction comprehension questions Short story reading responses Narrative writing practice</p> <p>Summative assessment: English Language Component 1 Mock Examination (1h 45m w/c 27th November and 4th December 2023)</p>	<p>Formative assessment opportunities: Poetry anthology part (a) and (b) responses Macbeth reading responses Macbeth extract and essay practice</p> <p>Summative assessment: English Literature Component 1 Mock Examination (2 hours w/c 27th November and 4th December 2023)</p>	<p>Formative assessment opportunities: Non-fiction comprehension questions Transactional writing practice</p> <p>Summative assessment: Non-fiction reading (1 hour - timed examination conditions)</p>	<p>Formative assessment opportunities: Unseen Poetry practice 'Exploding extract' questions on An Inspector Calls and A Christmas Carol</p> <p>Summative assessment: Unseen Poetry (1 hour - timed examination conditions)</p>	<p>Formative assessment opportunities: Fiction and Non-fiction comprehension questions Narrative writing practice Transactional writing practice</p> <p>Summative assessment: Non-fiction writing (1 hour - timed examination conditions)</p>	<p>Formative assessment opportunities: Macbeth extract and essay practice Anthology practice 'Exploding extract' questions on An Inspector Calls and A Christmas Carol Unseen Poetry practice</p> <p>Summative assessment: English Literature Component 1 and 2 examinations – May 2024 English Language Component 1 and 2 examinations – June 2024</p>