

| Year 10 Curriculum Implementation: Subject Name: English Literature | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Knowledge & Skills | <u>An Inspector Calls</u> by J.B. Priestley <u>Anthology Poetry</u> A collection of 15 poems across a range of themes (Eduqas) | | <u>Macbeth</u> by William Shakespeare | | <u>Anthology Poetry</u> - A collection of 15 poems across a range of themes (Eduqas) | |
| Links to prior learning | <ul style="list-style-type: none"> ‘Blood Brothers’ study and studying a modern play Simon Armitage/Nature and the environment study of poetry | | <ul style="list-style-type: none"> Shakespeare studied each academic year Contextual knowledge on Shakespeare | | <ul style="list-style-type: none"> Simon Armitage/Nature and the environment study of poetry | |
| Assessment | <ul style="list-style-type: none"> Inspector Calls initial assessment | | <ul style="list-style-type: none"> Shakespeare Extract Question | | <ul style="list-style-type: none"> Year 10 Mock Exams | |
| Home learning | <ul style="list-style-type: none"> Revise poetry Use GCSE Pod Revise quotations for each key character in Inspector Calls | <ul style="list-style-type: none"> Revise poetry Use GCSE Pod Revise quotations for each key character in Inspector Calls | <ul style="list-style-type: none"> Revise poetry Use GCSE Pod (fantastic lessons on each poem) Revise quotations for each key character in Inspector Calls and Macbeth Revision for Mock Exams | | <ul style="list-style-type: none"> Revise poetry Use GCSE Pod (fantastic lessons on each poem) Revise quotations for each key character in Inspector Calls and Macbeth | <ul style="list-style-type: none"> Revise poetry Use GCSE Pod (fantastic lessons on each poem) Revise quotations for each key character in Inspector Calls and Macbeth |
| Cultural Capital and extra-curricular opportunities | <ul style="list-style-type: none"> After school workshops – revision/ booster | <ul style="list-style-type: none"> After school workshops – revision/ booster | <ul style="list-style-type: none"> After school workshops – revision/ booster Theatre visits Film versions | | <ul style="list-style-type: none"> After school workshops – revision/ booster | <ul style="list-style-type: none"> After school workshops – revision/ booster |
| Literacy | <ul style="list-style-type: none"> Tier 3 vocabulary Reading strategies Extended Writing and Accuracy | <ul style="list-style-type: none"> Tier 3 vocabulary Reading strategies Extended Writing and Accuracy | <ul style="list-style-type: none"> Tier 3 vocabulary Reading strategies Extended Writing and Accuracy | | <ul style="list-style-type: none"> Tier 3 vocabulary Reading strategies Extended Writing and Accuracy | <ul style="list-style-type: none"> Tier 3 vocabulary Reading strategies Extended Writing and Accuracy |
| Numeracy | <ul style="list-style-type: none"> Statistics used in rhetoric Timings in exams vs marks available Historical timelines/dates of literature | <ul style="list-style-type: none"> Statistics used in rhetoric Timings in exams vs marks available Historical timelines/dates of literature | <ul style="list-style-type: none"> Timings in exams vs marks available Historical timelines/dates of literature Act, scene and line number Iambic pentameter | | <ul style="list-style-type: none"> Statistics used in rhetoric. Timings in exams vs marks available Historical timelines/dates of literature | <ul style="list-style-type: none"> Statistics used in rhetoric. Timings in exams vs marks available Historical timelines/dates of literature |
| Careers Information, Education, Advice and Guidance (CEIAG) | <ul style="list-style-type: none"> Authors Journalists Poets Playwrights Looking at jobs such as soldiers in poetry Industry and business within IC | <ul style="list-style-type: none"> Authors Journalists Poets Playwrights Looking at jobs such as soldiers in poetry Industry and business within IC | <ul style="list-style-type: none"> Authors Journalists Poets Playwrights | <ul style="list-style-type: none"> Authors Journalists Poets Playwrights | <ul style="list-style-type: none"> Authors Journalists Poets Playwrights Looking at jobs such as soldiers in poetry | <ul style="list-style-type: none"> Authors Journalists Poets Playwrights Looking at jobs such as soldiers in poetry |
| Spirituality | <ul style="list-style-type: none"> Empathy when reading character experiences Nature poetry and our relationship with the planet | <ul style="list-style-type: none"> Empathy when reading character experiences Nature poetry and our relationship with the planet | <u>Temptation</u> - Macbeth is tempted by power, spurred on by the witches and Lady Macbeth. He chooses ambition over integrity. <u>Good vs Evil</u> - Macbeth is not simply “evil” — he’s complex. The play explores how evil grows from fear, desire, and self-deception. The play’s use of witches, prophecies, and fate invites questions about destiny, the unknown, and forces beyond human control. The play deals with the theme of guilt . Macbeth’s final speech — “Life’s but a walking shadow...” — shows a man reflecting on the emptiness of a life built on lies. | | <ul style="list-style-type: none"> Empathy when reading character experiences Nature poetry and our relationship with the planet | <ul style="list-style-type: none"> Empathy when reading character experiences Nature poetry and our relationship with the planet |
| How can parents support the curriculum? | <ul style="list-style-type: none"> Encourage reading of fiction within the household. This is absolutely fundamental to success at English Literature | <ul style="list-style-type: none"> Encourage reading of fiction within the household. This is absolutely fundamental to success at English Literature | <ul style="list-style-type: none"> Watch film versions of Macbeth Visit the theatre Use BBC Bitesize and other online resources | | <ul style="list-style-type: none"> Encourage reading of fiction within the household. This is absolutely fundamental to success at English Literature | <ul style="list-style-type: none"> Encourage reading of fiction within the household. This is absolutely fundamental to success at English Literature |