

Year 10 Curriculum Plan

English



Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
PRIOR LEARNING	<p>An Inspector Calls – In-depth Scholarship Study</p> <p>This unit builds to establish firm foundations from KS3, where pupils have studied a range of other texts from different time periods. Pupils will also be extending their prior learning of social and historical context, and how the directly impacts on a playwright’s ideas and didactic intent.</p>	<p>A Christmas Carol - In-depth Scholarship Study</p> <p>This unit builds on KS3 and KS2, where pupils will have studied Pre-1914 literature, from other British novelists and poets. This novella will allow pupils to build on prior understanding of the meaning of Christmas, within a Christian community.</p>	<p>Macbeth - In-depth Scholarship Study</p> <p>This unit builds on primary school and Year 8, where pupils have accessed this text previously. Pupils will have read abridged versions (common with our pupils at KS2), as well as focused on witchcraft and the roles of Witches in Jacobean England in Year 8. This will be recalled and enhanced.</p>	<p>Macbeth and Poetry- In-depth Scholarship Study</p> <p>This unit builds on primary school and Year 8 – Macbeth. Not only this, pupils will access a range of thematic poetry (Power and Conflict), to build on their poetry work from across Year 7 to 9. This builds on reading, comprehension, and inference across textual platforms.</p>	<p>Poetry Study – In-depth Scholarship Study</p> <p>This unit builds on Year 7 and beyond, as well as prior learning in History. Pupils have previously studied the Romantic Era, as well as love poetry across time. These anthology poems link to the key themes of: war, identity, nature and conflict – themes our pupils can relate to and explore further.</p>	<p>Spoken Language Presentation Endorsement</p> <p>This unit builds on each English curriculum year from Year 7 onwards. Spoken language – including performance poetry, TED talks, and academic readings, have been built into our summative assessment tasks across KS3, and this unit will build on that for the GCSE endorsement task.</p>					
	<p>Pupil’s will develop their knowledge and understanding of the play ‘An Inspector Calls’ by J. B. Priestley.</p> <p>They will recognise how the playwright explores the gulf between social classes in the Edwardian period, and the moral message he presents to his post-war, and modern audience. They will understand how stage directions contribute to meaning.</p>	<p>Pupil’s will develop their knowledge and understanding of the novella ‘A Christmas Carol’ by Charles Dickens.</p> <p>They will recognise how the writer explores Christian values and class systems in a Victorian period, and the moral message he presents to an upper-class Victorian and a modern reader. They will understand how writer’s methods contribute to meaning.</p>	<p>Pupil’s will develop their knowledge and understanding of the play Macbeth by William Shakespeare.</p> <p>They will recognise how the writer employs various methods to entertain a Jacobean and modern audience and explore the concept of human nature and the supernatural. Pupils will understand the importance of and the difference between soliloquies, asides and dramatic monologues, and how they can be used to contribute to meaning and understanding.</p>	<p>Pupil’s will continue to develop their understanding of Macbeth by William Shakespeare and will also learn the key GCSE poems from the Power and Conflict anthology.</p> <p>Pupils will explore a variety of poetry written by various poets, and will analyse the language and structure of poems, whilst understanding context and how this can contribute to meaning and interpretations of poetry. Pupils will understand how writers can use methods within poetry to present themes, ideas and messages to the reader.</p>	<p>Pupil’s will develop their knowledge and understanding of the key poems from the Power and Conflict anthology.</p> <p>Pupils will successfully revise and understand key quotations, themes, and contexts and make like-for-like comparisons between poems. They will understand how to write comparatively and analytically. Pupils will also understand how to respond to an unseen poem. Pupils will understand that writers make conscious choices to influence/effect readers.</p>	<p>Pupil’s will develop their knowledge and understanding of literature texts. In this unit, pupils will consolidate their learning and revise key quotations, methods and context across the literature texts/poems that they have studied this academic year.</p>					

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KNOWING HOW...		<p>Pupils will be able to make deep inferences on characters, based on their dialogue and stage directions. They will also know how to explain how characters are either static or dynamic, based on how they grow and develop across the text. Pupils will be able to apply our advanced vocabulary list to their verbal and written explanations of the text, whilst also commenting on how social and historical context impacts.</p>	<p>Pupils will be able to make deep inferences on key quotations to further explore characters and setting. They will also know how to explain how the writer uses characters to portray a moral message to the readers, and how characters can transform throughout a text to reinforce these messages. Pupils will be able to use our advanced vocabulary lists, whilst commenting on social and historical context impacts. Pupils also be able to identify different writer's methods and themes and be able to analyse language.</p>	<p>Pupils will be able to make deep inferences on characters, based on their dialogue and stage directions. They will know how to write an analytical and evaluative essay using key quotations, whilst commenting on social and historical impacts. Pupils will be able to use our advanced vocabulary lists to help them articulate their analysis of themes, characters, and writer's methods (such as asides and dramatic monologues) and comment on how this entertains/effects a modern audience as well as Jacobean audience.</p>	<p>Pupils will be able to make deep inferences on key quotations within the Power and Conflict anthology. They will be able to analyse writers' methods across different poems whilst commenting on contextual impacts. Pupils will be able to interpret and analyse language and structure of poetry and begin to write analytical responses to poems within the Power and Conflict anthology.</p>	<p>Pupils will be able to write analytically and comparatively, comparing poems using key quotations, whilst commenting on context and analysing language and structure choices. Pupils will be able to produce written explanations of different / multiple interpretations of poems whilst commenting on the effect of writers' conscious choices. They will be able to confidently analyse unseen poetry and make connections across two unseen texts.</p>	<p>Pupils will be able to comment on different writers' methods across key literature content. They will be able to use key quotations and contextual knowledge to write analytical essays. They will be able to write an evaluation and comparison, whilst using advanced vocabulary to comment on writers' conscious choices and their effects on a variety of audiences.</p>
	ASSESSMENT	<p>Marked piece: monologue in the voice of Eva Smith's character (writing)</p> <p>Summative piece: An Inspector Calls – full play knowledge test (knowledge)</p>	<p>Marked piece: description of the streets of Victorian London – The Top, Drop Method (writing)</p> <p>Summative piece: A Christmas Carol literature essay writing task (reading)</p>	<p>Marked piece: character analysis essay rehearsal for Macbeth (reading)</p> <p>Summative piece: Character analysis literature essay for Macbeth (reading)</p>	<p>Marked piece: Two anthology poems, comparison essay rehearsal (reading)</p> <p>Summative piece: Poetry comparison essay from 'Power and Conflict' (speaking)</p>	<p>Marked piece: An Inspector Calls analysis paragraph rehearsal (reading)</p> <p>Summative piece: Character/ Theme analysis literature essay for An Inspector Calls (reading)</p>	<p>Marked piece: spoken language speech – first draft (writing)</p> <p>Summative piece: Spoken Language Talk to an audience, with questions (speaking)</p>