

<u>Year 10 English</u>	<u>Topic</u>	<u>How is it assessed?</u>	<u>Key Words to include in study</u>	<u>Links to previous learning</u>	<u>Links to wider curriculum</u>
Autumn 1	<p>Of Mice and Men By John Steinbeck.</p> <p>Historical context of America in the 1930s. How language is used for effect. The presentation of key characters. Themes of loneliness – the American Dream, ageism and Racism.</p> <p>Link to – Eduqas GCSE English Language Paper 1 Section A</p>	<p>Formative Reading Assessment: What does the text reveal about the character of Scrooge? (A Christmas Carol)</p> <p>Formative Reading Assessment: What does the reveal about the character Lennie?</p>	<p>Solitude Racism Immaturity Reliance Imitate Recession Infer Theme Evidence</p>	<p>Previous examination trends have shown that students perform better on the AIC question. Therefore, we sequenced the curriculum to give students an additional mock and time to retrieve knowledge on a novel.</p>	<p>This text broadens pupil understanding through its relevance social situations (e.g. collective responsibility, racism, unemployment and helping pupils develop a social conscience and the weight of the comments and decisions that they make.</p> <p>It explores attitudes of different generations, and why it is important to be tolerant and adapt with the times.</p> <p>Links to careers: politician, public speaker, solicitor.</p>
Autumn 2	<p>The Craft of Writing</p> <p>Narrative and descriptive fiction writing.</p> <p>Using a variety of sensory stimuli to inspire creativity, trialling narrative structures, finding their style and writing for pleasure, use of language for meaning, redrafting and rewriting, narrative perspective.</p> <p>Link to – Eduqas GCSE English Language Paper 1 Section B</p> <p>Links to AO5 and AO6.</p>	<p>Formative Writing Assessment: Identify the features of a story in a given example.</p> <p>Summative Writing Assessment: Pupils to write a 500-word narrative on a topic of their choice, using a stimulus of their choice.</p>	<p>Trial Auditory Visual Momentum Engagement Stimuli Alliteration Metaphorical Adjective Pathetic Fallacy Catharsis Resolution</p>	<p>This unit brings together and develops the descriptive creative writing pupils have done in KS3 and the narrative in KS3 (Gothic). However, in KS3 slow writing skills were embedded so now in Y10 pupils will have the flexibility to trial their own styles of writing and on topics of their preference.</p>	<p>SMSC addressed through writing as catharsis.</p> <p>Will develop pupil confidence in writing their own fiction, which they will do in Y11 as part of the GCSE.</p> <p>Links to careers: novelist, developing creativity and self-confidence.</p>

<p>Spring 1</p>	<p>Great expectations</p> <p>Understanding of the plot and the characters, and embedding language skills so that students can apply these independently to fewer familiar scenes.</p> <p>Link to – Eduqas GCSE English Language Paper 1 Section A</p> <p>Links to AO1, AO2 and AO4.</p>	<p>Summative Reading Assessment: Character analysis of one of the main characters.</p>	<p>Adjective Theme Simile Personification Rhetorical Question Statistics Patronising Context Wealth poverty Protagonist Narrator Social class Bildungsroman</p>	<p>This unit brings together and further develops the formal and informal writing skills that pupils have undertaken at Key Stage 3.</p> <p>In this unit we will complete numerous tasks associated with reading skills, such as identifying/interpreting/analysing language techniques but our main objective is to develop our writing skills (DAFOREST and PAFT) that were undertaken at key stage 3. Students will become familiar with historical context, social class, characters and also develop their own writing skills.</p>	<p>Links to careers: Actor, director, scriptwriter, further academic study through extended essay writing.</p>
<p>Spring 2</p>	<p>Crime and Punishment: Non-fiction reading and writing</p> <p>Non-fiction analysis skills – synthesis, comparison, inference, selecting information from a text.</p> <p>Literary non-fiction.</p> <p>Non-fiction writing skills – writing a formal letter.</p> <p>Speaking and Listening – debating skills, developing a point of view, the use of counterarguments.</p> <p>Link to – Eduqas GCSE English Language Paper 2 Section A and B</p> <p>Links to AO1, AO2, AO3 and</p>	<p>Formative Reading Assessment: How does the writer... in Orwell's A Hanging?</p> <p>Summative Writing Assessment: Write a formal letter to the editor of a newspaper about the Derek Bentley case...</p>	<p>Miscarriage of justice Remorse Demoralise Innocent Reprimand Consequences Barbaric Mutilated Biased Victimisation Point of view Synthesise Formal letter Debate Structure</p>	<p>This unit retrieves the non-fiction textual analysis skills that pupils learnt in Year 7, and strengthens this knowledge through application in a different context (non-fiction texts on crime and punishment rather than animal captivity). These non-fiction analysis skills are then retrieved in Year 11, enabling pupils to be fully secure in their knowledge before GCSE.</p>	<p>Thematically, this unit introduces the topic of gang culture which is studied through Coach Carter.</p> <p>Links to careers: Journalism, editing, public speaking skills.</p>

	AO4.				
Summer 1	<p>Blood Brothers 1980s modern drama by Willy Russell</p> <p>The staging of a play, dramatic forms and conventions, presentation of character (Mrs Lyons, Edward, Mickey, Mrs Johnston), themes of a text (social class, hopes and dreams, relationships, poverty).</p> <p>Link to – Eduqas GCSE English Language Paper 1 Section B and Paper 2 Section B</p> <p>Links to AO5 and AO6.</p>	<p>Formative Reading Assessment: How is the character of Mrs Lyons presented in the extract?</p> <p>Summative Reading Assessment: Write about the relationship between Edward and Mickey and how it is presented at different parts of the play.</p> <p>Summative Writing Assessment: Write a speech to a group of young people about the importance of family.</p> <p>Summative Writing Assessment: Write a short story and focus on the theme of long-lost family.</p>	<p>Superstition Social historical and economic context Deprivation Poverty Liverpoolian Mobility Contentious Privilege Unemployment Revenge Tragedy Symbolise Personal response Biography Staging Playwright</p>	<p>In KS3, pupils studied drama through Shakespeare and developed an understanding of dramatic conventions and form.</p> <p>Knowledge of these conventions are built upon in this unit but a modern, post-war context provides a contrast to widen pupil understanding of drama.</p>	<p>The context and the themes of social class and relationships reoccur in Great Expectations in Year 10.</p> <p>Links to careers: playwright, actor, theatre critic, director, further academic study through extended essay writing.</p>
Summer 2	<p>Blood Brothers re-read (2 weeks)</p> <p>Great Expectations re-read (2 weeks)</p> <p>Spoken Language (2 weeks) Oracy focus. Rhetorical devices, non-verbal techniques, voice projection, pronunciation.</p>	<p>Mock Examination: Cumulative assessment including all components of the GCSE Exam - An Inspector Calls and Blood Brothers.</p>	<p>This unit will revisit all Tier 3 vocabulary for Blood Brothers and Great Expectations.</p> <p>Most of the Tier 2 vocabulary will also be explicitly retrieved.</p>	<p>We strongly believe in the importance of students having the opportunity to re-read works to further develop their knowledge and confidence.</p> <p>Of this spoken language course, pupils will have one week to write and prepare a PowerPoint and one week to record.</p>	