

YEAR 10 ENGLISH

		Knowledge & Understanding			Subject Specific Literacy Development		Cultural Capital / Enrichment Opportunities
	Composites (Bigger Picture)	Components (Key Concepts)	Recall & Retrieval Practice Focus		Key Vocabulary		
Term 1	A Christmas Carol Study of a novel.	<ul style="list-style-type: none"> To study a challenging text from the Literary Canon. To consider the influence of contextual factors on the reception of a text. To gain an appreciation of Dickens' ability to develop characterisation in his writing. To open discussion around themes of social inequality and poverty- to consider their influence on our own society. To develop a high level of vocabulary to explore character. Tentative vocabulary opportunities (modality) Understanding that characters are constructs. Opportunities for students to offer tentative suggestions i.e. <i>'His words would/could/perhaps suggest that he is unhappy with the man he has become.'</i> Contextual influence on Dickens- Malthusian ideas; Victorian attitudes to poverty and education. Analysis if non-fiction texts linked thematically. 	<p>Links back to Jekyll and Hyde and Victorian London/setting.</p> <p>Links back to previous novel studies.</p> <p>Links back to yr 8 Gothic.</p> <p>Regular recall of plot, character, theme and key vocabulary through: Do Now activity Knowledge Check Ups Pupil questioning</p>		<p>Gothic Miser Solitude Injustice remorse apparition redemption symbolism misanthropist philanthropist</p>	Performance from theatre group.	

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Term 2	An Inspector Calls	<ul style="list-style-type: none"> To study the features of a modern play To explore how the playwright constructs characters/creates meaning for audiences Conventions and aspects of modern plays e.g. stage directions, dramatic irony Explore how context impacts a text. To understand the concepts of socialism and capitalism. To have a knowledge of Priestley's political views Analysis if non-fiction texts linked thematically. 	<p>Links back to study of plays in yr 7 and 9.</p> <p>Thematic links to ACC.</p> <p>Regular recall of plot, character, theme and key vocabulary through:</p> <p>Do Now activity Knowledge Check Ups Pupil questioning</p>		metamorphosis, responsibility, morality transformation, remorse, dramatic irony, foreshadowing, inequality, tension	
Term 2	Paper 2 Lang	<p>Explore writers craft with a focus on perspective and how writers assert it.</p> <p>Understand approaches to each exam question.</p> <p>Develop mark-scheme awareness with a focus on the importance of effects.</p> <p>Start small with examples and get bigger</p> <p>Pre teach key vocabulary which will be in models and then use on own writing.</p> <p>Opportunities to write about current issues and express their own POV.</p>	<p>Regular recall of plot, character, theme and key vocabulary through:</p> <p>Do Now activity Knowledge Check Ups Pupil questioning</p>		<p>Perspective Tone Parallelism Hyperphora Anecdote Hyperbole</p>	Links to current issues and opportunities to debate.
Term 3	Romeo and Juliet Study of a play.	<p>Study of Shakespeare play.</p> <p>Development of knowledge of dramatic devices and the story as written to be performed.</p>	<p>Links back to Macbeth study in yr 9 and AIC in yr10.</p>		<p>Prologue Soliloquy Tragedy</p>	

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		<p>To explore the conventions of a Shakespearean tragedy. Explore how dramatic devices are used to develop character and drive plot. Develop an understanding of Jacobean context.</p> <p>Study of non-fiction texts linked thematically. Study of AQA poetry with thematic links.</p>	<p>Regular recall of plot, character, theme and key vocabulary through: Do Now activity Knowledge Check Ups Pupil questioning</p>		<p>Patriarchy Fate Masculinity Foreshadowing</p>