

Year 10 - English

| | | | |
|--------------------------|--|--|--|
| Curriculum intent | Year 10 will be a heavily focused on the study of literature with opportunities interspersed for learners to develop the skills needed for the Language qualification. As well as studying all of the longer literature texts, learners will explore the poems from the Power & Conflict cluster throughout the year. Learners will have an opportunity to complete their Spoken Language unit for their English Language qualification towards the end of Year 10. By covering all the Literature topics in this year, along with vital revision materials, students will be well prepared to embark upon the revision year that will follow as they go into Year 11. | | |
| Term | Autumn | Spring | Summer |
| Knowledge | <p><u>Form & Structure: An Inspector Calls</u> Key learning topics will include:</p> <ul style="list-style-type: none"> • Plot • Characterisation & Setting • Context • Authorial Intent • Themes • Symbols & Motifs | <p><u>Narratology, Characterisation & Setting: A Christmas Carol</u> Key learning topics will include:</p> <ul style="list-style-type: none"> • Plot • Characterisation & Setting • Authorial Intent • Themes • Symbols & Motifs | <p><u>Form, Structure, Narratology, Characterisation & Setting: Macbeth</u> Key learning topics will include:</p> <ul style="list-style-type: none"> • Plot • Characterisation & Setting • Context • Authorial Intent • Themes • Symbols & Motifs |
| Skills | <ul style="list-style-type: none"> • Show an awareness of the writer's methods • Include subject terminology confidently when analysing and writing responses • Plan essays successfully to ensure that they are thoughtful and developed • Structure a coherent and sophisticated essay • Analyse the use of language and its impact on the reader • Understand the context of a text and how that links with the ideas within that text | | |



| | | | |
|--------------------|---|---|---|
| | <ul style="list-style-type: none">• Embed a range of quotes and references to support their ideas | <ul style="list-style-type: none">• Embed a range of quotes and references to support their ideas | <ul style="list-style-type: none">• Embed a range of quotes and references to support their ideas |
| Assessments | <ul style="list-style-type: none">• Continuous low stakes retrieval tasks to assess learner's developing knowledge.• How is Mr Birling an unlikeable character?• How is Gerald a significant character?• Explore the divide between the generations presented in the play. | <ul style="list-style-type: none">• Continuous low stakes retrieval tasks to assess learner's developing knowledge.• Learners will sit fortnightly extended writing tasks examining key themes/ ideas within the text.• The assessments will help teachers to:• Consolidate the learners' awareness of characters and events• Ensure that learners are developing their level of analysis.• Check for technical accuracy | <ul style="list-style-type: none">• Continuous low stakes retrieval tasks to assess learner's developing knowledge.• Learners will sit fortnightly extended writing tasks examining key themes/ ideas within the text.• The assessments will help teachers to:• Consolidate the learners' awareness of characters and events• Ensure that learners are developing their level of analysis.• Check for technical accuracy |
| Enrichment | | | |



Rayner Stephens

H I G H S C H O O L