

'Oliver Twist', by Charles Dickens 1

- Classic novel that has influenced popular culture.
- Engaging and challenging narrative, exploring complex concepts such as – crime and punishment, good versus evil, the plight of the working classes, and morality.
- Knowledge-rich, supporting the development of cultural capital (19th century fiction).
- Core Words:** *morality, immoral, vulnerable, brutal, corrupt, villain, malicious, victim, naïve, society, workhouse.*

'A Midsummer Night's Dream', by William Shakespeare 2

- Introduction to Shakespeare – opportunities for challenge through language and imagery, within the context of an engaging plot.
- Important concepts of drama are introduced – the difference between when a play is set (Ancient Greece) and when it was written (Elizabethan England); the use of speech to reveal character and plot; key vocabulary such as severe, chaos, conflict, unrequited love and soliloquy.
- Core Words:** *soliloquy, severe, conflict, unrequited love, mock, chaos, resolve.*



Poetry Anthology 3

- Poems selected exemplify the key concept of literal and metaphorical language (e.g. 'The Tyger' by Blake exemplifies the beauty and power of the tiger/fire; 'The Eagle' by Tennyson exemplifies the speed and danger of the eagle/a thunderbolt; 'Fog' by Sandburg exemplifies the delicacy and colour of the fog/cat.
- Themes explored – the natural world, violence, and power.
- The poems represent a range of different time periods, contexts and poets and develop strategies for responding to unseen texts.
- Core Words:** *literal, metaphor, tenor, vehicle, ground.*

***All units interleaved with Mastery Writing and Reading for Pleasure.**

'Small Island, 'Play Text' by Andrea Levy 2

- Builds on the study of playscripts in Year 7/8, with a focus on – commenting on modern drama and dramatic conventions; analysing the structure of a play; and evaluating the language characters use.
- Themes explored include – ambition, adversity, political influence, prejudice, and classism.
- Acts as an introduction to GCSE Lit.
- Core Words:** *adversity, ambition, colony, dignified, discriminate, euphemism, stigma.*

'Jane Eyre', by Charlotte Brontë 1

- Builds on the study of 19th century fiction in Year 7 and Year 8, with a focus on the following key skills – sustaining a thesis across an essay and evaluating the presentation of characters.
- Themes explored – childhood, Christianity, morality, hypocrisy, and social class.
- Links to the study of 'Oliver Twist' in Year 7 due to the focus on vulnerable orphans.
- Links to the study of 'Sherlock Holmes' and 'Animal Farm' in Year 8 due to the focus on aspects of morality/corruption and how society is shaped by the beliefs of the period.
- Core Words:** *orphan, dependent, oppress, juxtaposition, thesis, humiliate, hypocrite, comeuppance.*

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The Adventures of Sherlock Holmes 1

- Builds on the study of 'Oliver Twist' in Year 7, developing students' knowledge of 19th century fiction.
- Explores key concepts such as scientific developments in the Victorian era, class divisions, the detective genre, and duality.
- Original text used (not supplemented by an abridged version of the text) resulting in increased reading demands.
- Students begin to make connections across texts, with a focus on key characters and themes.
- Core Words:** *enlighten, deduction, scandal, periodical/serial, introspective, dual nature.*

***All units interleaved with Mastery Writing and Reading for Pleasure.**

Poetry Anthology 3

- Poems selected build on the study of poetry in Year 7, with a focus on analysing extended metaphors (e.g. 'The Road Not Taken' by Frost, and 'My Father Thought It' by Armitage).
- Themes explored – journeys, belonging, decision making and identity.
- Links to the study of 'A Midsummer Night's Dream' (Y7), 'Jane Eyre' (Y9) and 'Small Island' (Y9) due to the focus on decision making, growing up and identity.
- Skills developed in preparation for KS4 – maintaining an academic tone and writing comparative essays.
- Core Words:** *immigrant, pilgrim, epic poem, modernism, extended metaphor, taboo.*

***All units interleaved with Mastery Writing and Reading for Pleasure.**

Literature: Modern Drama [x4] 2

- Study of 'An Inspector Calls' builds upon the study of 'Animal Farm' completed at KS3.
- Key concepts explored include – blame and responsibility; class politics; political diatribe; morality versus legality.

Introduction to GCSE English Language Skills [x1]

- Students will explore a range of fiction and non-fiction texts, chosen to enhance understanding of the themes and concepts explored in 'An Inspector Calls'. This unit also provides a range of opportunities for students to develop creative and discursive writing skills.

'The Tempest', by William Shakespeare 2

- Builds on the student of Shakespeare in Year 7, developing students' knowledge of the following concepts – the Elizabethan age of exploration, colonialism, nature versus nurture, the form of a comedy, subplots, soliloquy, monologue, Italian city-states (links to 'Romeo and Juliet' at KS4), and duality (links to 'Sherlock Holmes').
- Develops students' ability to analyse extracts in detail, evaluate aspects of genre (is 'The Tempest' a comedy or a tragedy?), and synthesise knowledge of key characters in order to review their development across the whole text.
- Core Words:** *Colonialism, usurp, tempest, treason, callous, pathos, nurture, tragicomedy.*

Literature: 19th Century Novel [x4] 1

- Study of 'A Christmas Carol' builds upon students' knowledge of 19th century fiction undertaken at KS3.
- Whilst developing their ability to read critically, students will explore aspects of genre, plot and characterisation, as well as the influence of contextual factors (e.g., the impact of the Industrial Revolution, The Poor Law, Malthusian theory, and Victorian Spiritualism).

Introduction to GCSE English Language Skills [x1]

- Students will explore a range of fiction and non-fiction texts from the 19th, 20th and 21st centuries, chosen to enhance students' understanding of the themes and concepts explored in 'A Christmas Carol'.

Literature: Poetry Cluster [x4] 3

- 'Power and Conflict' cluster chosen due to its relevance to texts studied at KS3, KS4 and KS5 – power and corruption, the hubristic nature of man, the power of the natural world, the impact of colonialization, etc.

Spoken Language (NEA) [x1]

- Topics linked to the study of Literature (e.g. the impact of capitalism and globalisation; the changing role of women in society, the influence of the elite).

Literature: Unseen Poetry [x3] 2

- The poems selected represent a range of different time periods, contexts and poets and develop strategies for responding to unseen texts.

Language Paper 1: Explorations in Creative Reading and Writing [x2]

- A range of unseen extracts used, provided by AQA, aimed at building upon skills taught through the study of unseen poetry.

'Animal Farm', by George Orwell 3

- Choice of text explores engaging themes, relevant to modern day society – corruption, tyranny, communism/animalism ('An Inspector Calls'), the importance of education (KS4 poetry), propaganda, violence ('Romeo and Juliet'), hopes and dreams.
- Builds students' understanding of the following key concepts – the events of a story can represent historical events, characters can represent particular people or sections of society (Caliban in 'The Tempest'), how to analyse the structure of a novel, and understanding extended metaphors (building on the study of metaphors in Year 7 poetry, preparing for the study of poetry at KS4, e.g. Storm on the Island').
- Core Words:** *allegory, tyrant, rebellion, harvest, corrupt, propaganda, cult of personality, treacherous.*

***All units interleaved with Mastery Writing and Reading for Pleasure.**

YEAR 10 – INTERLEAVED CURRICULUM

Literature: Poetry Cluster [x4] 3

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Revision of Language and Literature – Mocks used to identify priority areas. 3

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***All units interleaved with Mastery Writing and Reading for Pleasure.**

YEAR 11 – INTERLEAVED CURRICULUM

Literature: Poetry Cluster [x3] 1

- 'Power and Conflict' cluster chosen due to its relevance to texts studied at KS3, KS4 and KS5 – power and corruption, the hubristic nature of man, the power of the natural world, the impact of colonialization, etc.

Language Paper 2: Writers' Viewpoints and Perspectives [x2]

- A range of unseen extracts used, provided by AQA, aimed at building upon skills taught through the study of poetry (e.g. making comparisons between texts).

Literature: Unseen Poetry [x3] 2

- The poems selected represent a range of different time periods, contexts and poets and develop strategies for responding to unseen texts.

Language Paper 1: Explorations in Creative Reading and Writing [x2]

- A range of unseen extracts used, provided by AQA, aimed at building upon skills taught through the study of unseen poetry.

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