

English Curriculum: Year 10

Students have 9 lessons a fortnight. One lesson per week is interleaving (focus identified in red).

Year 10	HT1	HT2	HT3	HT4	HT5	HT6
Topic	LANGUAGE PAPER 1 + SPOKEN LANGUAGE	<i>A CHRISTMAS CAROL</i> + <i>Narrative and descriptive writing</i>	LANGUAGE PAPER 2 + <i>ACC</i> + SPOKEN LANGUAGE	<i>MODERN PROSE</i> <i>ANIMAL FARM</i> + <i>Opinion writing</i>	<i>POWER AND CONFLICT</i> <i>ANTHOLOGY</i> + <i>Animal Farm</i>	LANGUAGE REVISION + <i>Intro to MACBETH</i> + SPOKEN LANGUAGE
Why this? Why now?	Creating a convincing writing voice (including that for formal spoken language), through choice of language to shape meaning and appropriate linguistic devices for form, builds on the development of authorial intent established in KS3.	Students will use contextual knowledge to underpin interpretations and the study of dual interpretations. Knowledge of psychology and the supernatural are key and will be revisited through the study of Macbeth and provide students with a schema with which to approach an academic response to literature.	This unit will allow students to revisit, transfer and develop the comprehension and writing skills from Autumn 1. It also builds on the transactional writing skills developed through the Year 9 Spring 2 unit. Honing of reading skills, in particular, through making comparison between texts and writers' perspectives, is a strong foundation for thematic and contextual poetry comparison in the Summer term.	Analysis and evaluation of character, theme, context, methods and interpretations leading to a fluent critical and academic written response, in the modern prose unit, allows students to utilize the schema shared through Year 10 literary study and to refine the accompanying skill set and become more critical and evaluative in both their reading and written responses to the novel. Understanding how to construct an exploratory, critical and conceptualised	Approaching the comparison of themes, ideas and attitudes in the poetry anthology enables students to hone the comparative skills employed in the Language Paper 2 unit.	The exploration of context will support the development of an academic approach to reading and an academic style in essay writing, needed for all GCSE Literature units.

				response to literature through use of levelled examples and joint deconstruction and construction, prior to independent analysis, will prepare students for the analysis of poetry and Macbeth in the Summer term.		
Essential knowledge	By the end of this unit students will know and understand how writers use narrative and descriptive techniques to engage the interest of readers; how to read critically and analyse writers' use of linguistic and structural techniques; how to employ those techniques effectively in their own writing according to audience, purpose and form.	By the end of this unit students will know and understand aspects of: plot, characterisation, motivation, settings, events, sequence of events, the relationship between actions or events and the significance of Victorian social, historical and cultural contexts. They will be able to identify and distinguish-between themes and recognise the possibility of and evaluate different responses to a text. They will be able to use linguistic and literary terminology to analyse and evaluate Dickens' use of	By the end of this unit students will know and understand how different writers present a similar topic over time; how to read and evaluate texts critically and make comparisons between texts; how to employ those techniques effectively in their own writing according to audience, purpose and form.	By the end of this unit students will know and understand aspects of: plot, characterisation, motivation, settings, events, sequence of events, the relationship between actions or events and the significance of the relevant social, historical and cultural contexts. They will be able to identify and distinguishing between themes and recognise the possibility of and evaluate different responses to a text. They will be able to use linguistic and literary terminology to analyse and evaluate	By the end of this unit students will know and understand how to take a conceptualised approach, employing analysis of language, form and structure supported by judicious references and use of terminology. They will be able to make a critical, well-structured comparison, in which they make a convincing exploration of one or more ideas/ perspectives/ contextual factors/ interpretations. They will also be able to read in depth,	By the end of this unit students will know and understand aspects of: plot, motivation, events, sequence of events, the relationship between actions or events and the significance of Jacobean social, historical and cultural contexts.

		language, structure and form. They will also be able to make an informed personal response to the text.		the writer's use of language, structure and form. They will also be able to read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas, evaluate different responses to the text, and use their understanding of contexts and language analysis to construct an informed, critical, personal response.	critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.	
Assessment	<ul style="list-style-type: none"> Mock exam: Language Paper 1 <p>AO1, AO2 and AO4 for reading AO5 and AO6 for writing AO7, AO8 and AO9 for Spoken Language</p>		<ul style="list-style-type: none"> Mock exam Language Paper 2 <p>AO1, AO2 and AO3 for reading AO5 and AO6 for writing AO7, AO8 and AO9 for Spoken Language</p> <ul style="list-style-type: none"> 1 x mock question - ACC <p>AO1, AO2, AO3, AO4</p>		<ul style="list-style-type: none"> 1 x mock question – AF <p>AO1, AO2, AO3, AO4</p>	<ul style="list-style-type: none"> Mock exam: Language Paper 1 Language Paper 2 Spoken Language presentation <p>AO1, AO2, AO3, AO4 AO5, AO6 AO7, AO8 and AO9 for Spoken Language</p>
NC coverage	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction,	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays,	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction,	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays,	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as

	such as essays, reviews and journalism. Write accurately, fluently, effectively and at length for pleasure and information. Speak confidently, audibly and effectively.	reviews and journalism.	such as essays, reviews and journalism. Write accurately, fluently, effectively and at length for pleasure and information. Speak confidently, audibly and effectively.	reviews and journalism.	essays, reviews and journalism.	essays, reviews and journalism. Speak confidently, audibly and effectively.
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Language

AO1: Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Literature

AO1: Read, understand and respond to texts; maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

AO3: Show understanding of the relationships between texts and the contexts in which they were written

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation