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| Year 10 English | Intent | Students will experience a curriculum that develops:  Vocabulary  • Open doors to personal fulfilment through vocabulary expansion.  • Keystone words to allow students to link advanced vocabulary to themes and context.  Reading  • Inspire and enrich students through challenging literature, both fiction and non-fiction to cultivate cultural capital.  • Foster confident readers who are able to express informed opinions about the texts they read.  • Students will study challenging texts, both fiction and non-fiction, which cultivate cultural capital.  Writing  • Develop sophisticated, varied and assured writers who demonstrate an ability to: write for audience and purpose; write with a clear voice and manipulate technical features for effect.  Spoken Language  • Motivate, reinforce and promote assertive speakers who can present their views in a range of formal and informal settings. • Drama style approaches supported by the RSC have been incorporated into the study of Shakespeare encouraging students to achieve a deeper level of understanding the texts covered and to promote engagement.  **REACH Pledge**  To explore, investigate and examine the cultural fabric of English literature and to appreciate the many varied and diverse influences which make and contribute towards the literary canon. |
| Assessment strategy | **English Literature GCSE – AQA**  Exam based  2 exams  Paper 1: 1 hour 45 minutes  Paper 1: Shakespeare (Macbeth), 19th century fiction (A Christmas Carol)  Paper 2: 2 hours 15 minutes  Paper 2: 20th Century fiction (An Inspector Calls), Poetry (Power and Conflict Anthology), and Unseen Poetry.  **English Language GCSE – Eduqas**  Exam based  2 Exams  Paper 1: 1 hour 45 minutes (40%)  Paper 1: Reading of unseen extract from 20th century literary prose. AO1, AO2, AO4)  Prose writing AO5, AO6  Paper 2: 2 hours (60%)  Paper 2: Reading 2 unseen non-fiction texts (AO1, AO2, AO3, AO4)  Transactional, persuasive, and/or discursive writing. AO5, AO6  **Students will complete a minimum of 1 assessment per term. Assessments will be taken from past exam papers, and will be marked using GCSE mark schemes. Grades will be awarded by using grade boundaries from corresponding year.**  **In addition to summative assessments, knowledge recall will be tested every lesson.** |

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|  |  | Term 1  **19th Century – A Christmas Carol**  **Poetry Anthology – Power and Conflict** | Term 2  **Shakespeare - Macbeth** | Term 3  **20th Century – An Inspector Calls**  **Unseen Poetry** |
| Year 10 English | Disciplinary knowledge | English Literature:Reading comprehension and reading critically  * literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events * critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text * evaluation of a writer’s choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation * comparing texts:comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above  Writing  * producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references * accurate Standard English: accurate spelling, punctuation and grammar.   **English Language**  Reading:  Critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text.  Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text  • Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text  • Comparing texts: comparing two or more texts critically with respect to the above.  Writing:  Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write (in different forms); maintaining a consistent point of view; maintaining coherence and consistency across a text  • Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).  Spoken Language  • Present information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches • Respond to spoken language: listening to and responding appropriately to any questions and feedback • Spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate. | | |
| Substantive knowledge | Victorian London; workhouses; the New Poor Law; Charles Dickens; Christmas meaning and traditions; attitudes to the poor in Victorian England; conventions of gothic literature; Christian concept of redemption; plot, characters and themes in A Christmas Carol.  Content and context of 15 Power and Conflict poems. | Shakespeare’s England; Jacobean attitudes to gender, the supernatural, loyalty, betrayal; the gunpowder plot; the great chain of being; the divine right of kings; King James I’s influence on Shakespeare’s writing; monarchy and kingship; plot, characters, and themes in *Macbeth.* | 1912 context; 1945 context; socialism; capitalism; J B Priestley’s political message; plot, characters, and themes in *An Inspector Calls.*  Poetic devices: rhyme, metre, caesura, enjambment, metaphor, simile, personification. |
| Justification | Studying ‘A Christmas Carol’ engages students with 19th Century literature and the key contextual knowledge. | When studying ‘Macbeth’, students will develop the ability to learn and explore the works of Shakespeare, and decode the language he uses, exploring key themes and contextual knowledge. | Studying ‘An Inspector Calls’ helps students engage with a modern text and explore key themes and contextual knowledge. |
| Keystone vocabulary | Philanthropy  Misanthropic  Redemption  Class  Empathy  Inequality  Miser  Cyclical  Ignorance | Manipulative  Influence  Regicide  Tragic Hero  Fatal Flaw  Prophecy  Ambition  Contrast  Anagnorisis  Consequence  Dramatic Irony  Tyranny  Divine right of kings  Great Chain of Being | Altruistic  Prejudice  Conscience  Hypocritical  Penitent  Moral(ity)  Socialism  Hierarchy  Raisonneur  Prophetic  Microcosm |
| Links to prior learning | KS3 curriculum introduces students to 19th century literature. KS4 curriculum builds on prior learning.  KS3 curriculum introduces students to poetry analysis and the comparison of poems. KS4 curriculum builds on prior learning. | KS3 curriculum introduces students to two Shakespeare plays. KS4 curriculum builds on prior learning. | KS3 curriculum introduces students to a 20th century play. KS4 curriculum builds on prior learning. |
| Cross-curricular and careers links | Power and conflict poetry – History link to world wars  Victorian London – History Link  Challenging text promotes Skills Builder skill of aiming high and staying positive.  Creative writing promotes Skills Builder skills of creativity.  Class discussion and group work promotes Skills Builder skills of speaking, listening, and teamwork, leadership, and problem solving. | Jacobean England – History links  Study of a play – Drama links  Challenging text promotes Skills Builder skill of aiming high and staying positive.  Rehearsal room pedagogical approach to Shakespeare promotes Skills Builder skills of creativity.  Class discussion and group work promotes Skills Builder skills of speaking, listening, and teamwork, leadership, and problem solving. | 1912/1945 context – History links  Study of a play – Drama links  Challenging text promotes Skills Builder skill of aiming high and staying positive.  Class discussion and group work promotes Skills Builder skills of speaking, listening, and teamwork, leadership, and problem solving. |
| Links to future study | Year 10 curriculum prepares students for GCSE examinations in English Language and English Literature. All learning will be revisited in year 11.  GCSE English Language and English Literature course successfully prepares pupils for further study of English at A level.  Vocabulary expansion, development of reading and writing skills, and promotion of cultural capital prepares students for any future study. | | |
| Assessment | Knowledge based questions  Creative writing assessment  **Literature assessment question:** How does Dickens present the struggles of the poor in A Christmas Carol? | Knowledge based questions  **Literature assessment question:** To what extent does Shakespeare present Lady Macbeth as a powerful woman in *Macbeth*? | Knowledge based questions  Mock exams – Literature papers 1 and 2  Language paper 1 |
| Homework | SAM learning | SAM learning | SAM learning |