

Curriculum Intent

Subject: English

Year 10

	What?	Why?	When?	NC aims
Term 1-1	<p>19th and 20th Century Non-Fiction</p> <ul style="list-style-type: none"> • Form, Purpose and Audience • DAFORREST • Writing to argue • Writing to persuade • Writing to inform • Non-fiction text types • Context – ACC/AIC 	<p>Year 10 students are given the opportunity to read carefully selected non-fiction texts from the 19th and 20th century, building their knowledge of key contextual information they will apply to their studies of A Christmas Carol and An Inspector Calls. It continues to build on students' learning in the year 9 Opinionated Writing unit, exposing students to a wider breadth of non-fiction text types, to both read and write.</p>	<p>Placed at the start of the year, students are equipped with key information about the 19th and 20th century, which they will then apply to the subsequent units A Christmas Carol and An Inspector Calls. This unit allows students to revisit non-fiction text types, developing their skills and knowledge for GCSE English Language Paper 2.</p>	<ul style="list-style-type: none"> • Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language • Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting appropriate form
Term 1-2	<p>A Christmas Carol</p> <ul style="list-style-type: none"> • Context: Dickensian England • Plot: Summary • Characters: traits, impact, progression • Themes: Links • Quotations: key & analysis • Language Analysis: SMARTPERSON • Writers' methods 	<p>Continuing with the GCSE English Literature course, pupils will study the novella A Christmas Carol. The unit another exciting opportunity for pupils to discover the breadth of the literary cannon.</p>	<p>Continuing their GCSE English Literature course, Year 10 pupils begin the year studying their pre 19th century text, having studied Macbeth in year 9.</p>	<ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language • Develop the habit of reading widely and often • Use discussion in order to learn • Reading of a whole text, and studying the author is depth.
Term 2-1	<p>An Inspector Calls</p> <ul style="list-style-type: none"> • Context: 1912 v 1945 • Plot • Characters • Themes • Quotations • Language Analysis • Writers' methods 	<p>The play text An Inspector Calls is the final GCSE literature text pupils will study. This unit offers the opportunity for pupils to further apply their analytical skills to the GCSE text, analysing language and structure. As with all text studied, pupils consider them within their contexts, discovering the significance of key events and issues facing the contemporary audience.</p>	<p>Having studied their pre-19th century novel, students move forwards chronologically to study An Inspector Calls. Pupils can apply their learning on inequality and the class system from A Christmas Carol to their new text. Moreover, their understanding of the play script form from their studies of Macbeth in year 9 allows students to consider how these features may have evolved in a modern play script.</p>	<ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language • Develop the habit of reading widely and often • Use discussion in order to learn

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Term 2-2	<p>People and Places</p> <ul style="list-style-type: none"> • Language techniques: SMARTPERSON • Structural techniques • Inference and deduction • Analysis: PEE • Creative writing 	<p>People and Places offers students the opportunity to read a range of extracts featuring engaging characters and interesting settings. Having analysed the writer's constructions, students apply this to their own creative writing, focusing on consciously constructing their own complex characters, and effectively use setting within their writing. This allows students to develop their skills for both the reading and writing sections of GCSE English Language Paper 1.</p>	<p>This unit allows students the opportunity to build on their learning from the Dystopia unit in year 9, offering a greater breadth of extracts from different genres and time periods. This unit allows students to develop their skills and knowledge required for GCSE Language Paper 1.</p>	<ul style="list-style-type: none"> • Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences • Appreciate our rich and varied literary heritage • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language • Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting appropriate form
Term 3-1	Recap: Poetry Anthology	<p>In preparation for the poetry anthology element of their GCSE Literature exam, pupils will continue their studies the power and conflict poetry cluster. Students covered the first 9 poems in year 9, and will cover the poems relating to the themes of Memory and Identity. Pupils will explore the meanings of each poem, relating them to their context.</p>	<p>Year 10 pupils end the year recapping their Power and Conflict poems, which they initially covered in year 9, before learning about the final 6 poems. Returning to the poems give students an opportunity to revisit and consolidate their understanding of the poetry and poetic techniques.</p>	<ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language
Term 3-2	Recap: Macbeth	<p>Pupils will recap the Macbeth, focusing on retrieving their prior learning, and applying it within class discussion and written work. This unit offers the opportunity to consolidate prior learning, identify and address any knowledge gaps, and deepen pupils' knowledge base.</p>	<p>Having initially studied Macbeth in year 9, students have the opportunity to recap the Shakespeare text. Their learning on A Christmas Carol and An Inspector Calls will have given greater appreciation for changing attitudes and literary features over time, which they can apply to their studies of the play text.</p>	<ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language • Develop the habit of reading widely and often • Understand how the work of dramatists is communicated effectively through performance