



### Curriculum Intent

Subject: English

Year 10

	What?	Why?	Why When?	NC Aims
Term 1-1	<p>A Christmas Carol</p> <ul style="list-style-type: none"> <li>* Context: Dickensian England</li> <li>* Plot: Summary</li> <li>* Characters: traits, impact, progression</li> <li>* Themes: Links</li> <li>* Quotations: key &amp; analysis</li> <li>* Language Analysis: SMARTPERSON</li> <li>* Writers' methods: " and FOPS</li> </ul>	<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><b>Pupils apply their approach to their Macbeth studies to a new text: A Christmas Carol. Consolidating their understandings of literary conventions, pupils discover the context, language, structure and themes within the text.</b></p> <p><b>Aided by class discussion, pupils apply their learning within their written analysis.</b></p>	<p>Continuing their GCSE English Literature course, Year 10 pupils begin the year studying their pre 19<sup>th</sup> century text, having studied Macbeth in year 9.</p>	<ul style="list-style-type: none"> <li>• Appreciate our rich and varied literary heritage</li> <li>• Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language</li> <li>• Develop the habit of reading widely and often</li> <li>• Use discussion in order to learn</li> <li>• Reading of a whole text, and studying the author is depth.</li> </ul>
Term 1-2	<p>A Christmas Carol</p> <ul style="list-style-type: none"> <li>* Context: Dickensian England</li> <li>* Plot: Summary</li> <li>* Characters: traits, impact, progression</li> <li>* Themes: Links</li> <li>* Quotations: key &amp; analysis</li> <li>* Language Analysis: SMARTPERSON</li> <li>* Writers' methods: " and FOPS</li> </ul>			
Term 2-1	<p>An Inspector Calls</p> <ul style="list-style-type: none"> <li>* Context: 1912 v 1946</li> <li>* Plot:</li> <li>* Characters</li> <li>* Themes</li> <li>* Quotations</li> <li>* Language Analysis</li> <li>* Writers' methods</li> </ul>	<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-19<sup>th</sup> 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</p>	<ul style="list-style-type: none"> <li>• Appreciate our rich and varied literary heritage</li> <li>• Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading,</li> </ul>



		<b>Studying the final text for their GCSE, pupils apply their understandings from the previous texts to gain a secure understanding of contexts, language, structure and theme for An Inspector Calls. Pupils make links between context, writer's choices and meanings, which they express with increasing confidence and clarity through written analysis.</b>	studies of Macbeth in year 9 allows students to consider how these features may have evolved in a modern play script.	writing, and spoken language <ul style="list-style-type: none"> <li>• Develop the habit of reading widely and often</li> <li>• Use discussion in order to learn</li> <li>• Reading of a whole text, and studying the author is depth.</li> </ul>
Term 2-2	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><b>Pupils recap their learning on Macbeth from year 9. The focus is consolidation of pupils' understanding of context, meanings, language and structure, and to build discussion around writer's choices and expressing ideas through written analysis. Pupils will apply their increasingly broad vocabulary and knowledge of linguistic conventions, building confidence using terms to support their ideas.</b></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.	<ul style="list-style-type: none"> <li>• Appreciate our rich and varied literary heritage</li> <li>• Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language</li> <li>• Develop the habit of reading widely and often</li> <li>• Understand how the work of dramatists is communicated effectively through performance</li> </ul>
Term 3-1	Recap: Poetry Anthology	Following their recap in the previous unit, pupils will now focus on poetry. Similarly, this unit offers the opportunity to consolidate prior learning, identify and address any knowledge gaps, and deepen pupils' knowledge base.	Year 10 pupils end the year recapping their Power and Conflict poems, which they initially covered in year 9. Returning to the poems give	<ul style="list-style-type: none"> <li>• Appreciate our rich and varied literary heritage</li> <li>• Acquire a wide vocabulary, an</li> </ul>



Term 3-2	Recap: Poetry Anthology	<b>Similarly, pupils consolidate their understanding of the Power and Conflict poems. The focus of the unit is to apply pupils secure understanding of meanings and poetic techniques to increasingly thoughtful verbal and written analysis.</b>	students an opportunity to revisit and consolidate their understanding of the poetry and poetic techniques.	understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language
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