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| English Year 10 | Curriculum Intent: In year 10 students will develop the skills needed for the AQA English Language and Literature GCSE courses through a range of modern and historical set texts. Students will continue the study of Romeo and Juliet, then further develop their skills of analysis by studying A Christmas Carol, An Inspector Calls and the Anthology poetry: Power and Conflict. Students will develop their understanding of writers' methods and how a writer creates meaning through the study of these texts and be encouraged to apply these skills to their own writing. An array of skills will be developed with repeated practice, focusing on listening, discussing and presenting to explore their own ideas and viewpoints, prior to written responses and an individual spoken presentation. Spaced learning will occur through a range of lessons in each unit. Formative and summative assessment will be used to inform future teaching and learning. | | | | | | | | | | | | | | | | | | | | | | | |
| Term | Autumn One | | | | Autumn Two | | | | Spring One | | | | Spring Two | | | | Summer One | | | | Summer Two | | | |
| Main Focus | Shakespeare - Romeo and Juliet | | | | 19 th century novel – A Christmas Carol | | | | Modern drama - An Inspector Calls | | | | Anthology Poetry – Power and Conflict | | | | Non-Fiction | | | | Non Fiction - Individual presentations | | | |
| The Big Question | How does the writer influence the audience? | | | | How does the writer influence the reader? | | | | How does the writer influence the audience? | | | | How do poets present their ideas? | | | | How do writers use persuasive techniques to influence and engage the reader/audience? | | | | How do speakers use persuasive techniques to influence and engage the audience? | | | |
| Knowledge | To include: characters, plot, theme, structure (order of events), context, stagecraft and writer's methods focusing on language. | | | | To include: characters, plot, themes, structure, context, and writer's methods focusing on language. | | | | To include: characters, plot, themes, structure, context, and writer's methods focusing on language. | | | | To include: Content, poetic form, meaning, poetic techniques, context and writers’ methods focusing on language. | | | | To include: A variety of non-fiction writing techniques with focus on spelling, punctuation, paragraphs, sentence structure and vocabulary. | | | | To include: A variety of non-fiction writing techniques with focus on spelling, punctuation, paragraphs, sentence structure and vocabulary. | | | |
| Understanding | Students will study the GCSE text of Romeo and Juliet. They will focus on the plot and character and structure of the play, focusing on analysis of key quotations. There will be a clear focus on developing an understanding of how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing. | | | | Through the exploration of this 19 th Century novel students will focus on plot and characterisation and the social and historical context of the time. There will be a clear focus on developing an understanding of how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing and analysing chosen quotations. | | | | Through the exploration of this modern drama students will focus on plot, characterisation, structure and the social and historical context of the time. There will be a clear focus on developing an understanding of how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing and analysing chosen quotations. | | | | Through the exploration the poetry in the Power and Conflict theme students will develop their understanding of poetic techniques, their effects and context. There will be a clear focus on developing an understanding of how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing a comparative response. | | | | By considering current global issues students will develop and enhance their understanding of the effects of persuasive techniques on the reader/audience. There will be a clear focus on developing an understanding of how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing. | | | | By considering current global issues students will develop and enhance their understanding of the effects of persuasive techniques on the audience. There will be a clear focus on developing each student’s individual choice of topic, using research in order to give students the opportunity to articulate views, and individual interests in a spoken presentation to a specified audience. | | | |
| Skills | Identifying conventions | Selecting Evidence | Analysing Techniques and effect on Audience | Evaluating Chosen quotations | Formulating a response using an extract | Selecting Evidence | Analysing Techniques and effect on Reader | Apply Context | Develop a response | Evaluating chosen quotations | Selecting Evidence | Analysing Techniques and effect on Audience | Develop a comparison | Selecting Evidence | Analysing Techniques and effect on Reader | Evaluating chosen quotations | Identifying Conventions | Structure and Coherence | Spelling, Punctuation and Grammar | Sentence Structure and Vocabulary | Using Conventions | Consider topic and audience | Structure and Coherence | Rhetorical techniques |
| Assessment | Formative: Peer and Self | | | | Formative: Peer and Self | | | | Formative: Peer and Self | | | | Formative: Peer and Self | | | | Formative: Peer and Self | | | | Formative: Peer and Self | | | |
| | Summative: Teacher Assessed Literature – Response based on character or theme | | | | Summative: Teacher Assessed Literature – Response based on character or theme | | | | Summative: Teacher Assessed Literature – Response based on character or theme | | | | Summative: Teacher Assessed Literature – Comparison based on a set poem on the theme | | | | Summative: Teacher Assessed Language – Writers’ Viewpoints and Perspectives written response | | | | Summative: Teacher Assessed Language – Individual Spoken presentation | | | |
| Revision/ Homework | https://senecalearning.com/en-GB/ | | | | https://senecalearning.com/en-GB/ | | | | https://senecalearning.com/en-GB/ | | | | https://senecalearning.com/en-GB/ | | | | https://senecalearning.com/en-GB/ | | | | https://senecalearning.com/en-GB/ | | | |
| Hierarchy of Skills - Key | | | | | Underlying | | | | Fundamental | | | | Essential | | | | Thoughtful | | | | Perceptive | | | |

The addresses in the 'Revision/Homework' boxes are hyperlinked to the websites.

*Please note that the Seneca tasks will only be accessible at the time of study.