

English Year 10 2023-2024 Curriculum Overview



Year 10 Overview

In KS4 (Years 10 and 11) the main focus for students is the detailed study of their Literature set texts in order to prepare adequately for the closed book exams. For Paper 1 students will study 'Macbeth' and 'A Christmas Carol' and for Paper 2 students will study 'An Inspector Calls' and the 15 'Power & Conflict' poems as well as prepare for an unseen poetry assessment. Students also focus on being able to confidently use key Literature terminology to give them the tools for their analysis. In addition to preparation for their Literature exams, pupils will also be studying for English Language Paper 1 and Paper 2. Pupils will be given a range of fiction and non-fictional texts to study and develop their language analysis skills. At the end of Year 10, students will be assessed for the Spoken Language endorsement as part of their final GCSE English Language study. The skills we are focusing on in Year 10 are skills that pupils have already covered in KS3 but with more specific focus on exam technique.

The GCSE work is still clearly focused on the 'Golden Threads' that underpin every element that the English Department focus on – Narration, Description, Audience, SPaG, Analysis, Metaphor, Context, Poetry, Shakespeare and Immersion in Literature

After each unit of work, pupils will be given an exam style question and they will be asked to answer it in exam conditions. This will allow them to put the exam techniques and skills they have studied into practice.

Rationale

The curriculum is structured and sequenced so that students can develop their knowledge and refine skills which are transferable throughout the English curriculum. For example, students start by exploring extracts which require close analysis of language, enabling them to develop:

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- inference skills (Golden Thread 'Analysis'); knowledge of word classes; the etymology of words; subject terminology; word connotations; (Golden Thread 'SPaG') the impact of language choices (Golden Thread 'Metaphor'); 'zooming-in' on language to unpick meaning (Golden Thread 'Analysis').

These skills subsequently feed into other areas of the English curriculum and enable students to approach later questions such as, the structure of a text, with more confidence. Students are also able to apply the same analysis skills to their study of literature. By starting with smaller, scaffolded extracts, students will develop and refine their approach and build confidence when analysing longer literary texts such as *A Christmas Carol*, *Macbeth* and *An Inspector Calls* (Golden Threads – Context, Immersion in Literature, Shakespeare, Analysis, Audience). Furthermore, the language-analysis and literacy skills which students develop and refine at the start of Year 10 are transferable to other areas of the school curriculum.

The study of texts such as *A Christmas Carol* also links effectively to the students' study of Language Paper 2 which focuses on 19th century extracts. Literature and language are thus interleaved so that students can apply knowledge and transfer skills across language and literature.

Through the study of the writer's craft and by exploring how writer's present a viewpoint, students can apply their knowledge and skills for their own extended writing tasks in section B of both language papers. The curriculum is sequenced so that students can reflect on the methods they have used to analyse and write about language and then apply them to produce a piece of narrative / descriptive writing and an individual viewpoint task.

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
1-6 (Autumn 1)	<p>GCSE Language Paper 1</p> <p>Overview of all questions on both Reading and Writing Sections of Paper 1</p> <p>Lang Paper 1 Knowledge Organiser</p>	<p>Section A: Exploration of a range of fiction extracts from 19th, 20th & 21st Centuries.</p> <p>AO1 - Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology</p>	<p>Each question assessed through peer and self as well as teacher via timed responses.</p> <p>Paper 1 mock exam formally assessed by teacher</p>

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to support their 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.
Section B: Writing to describe/narrate skills explored to correspond.
AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style

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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. **Specific Vocabulary -** Evaluate, identify, interpret, explicit, implicit, compare,

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		<p>structure, grammar, perspective, sensory, imagery, metaphor, simile, lexical field, semantic field.</p> <p>Homework - GCSEPod Tasks – to be set by class teacher</p>	
<p>7-13 (Autumn 2)</p>	<p>GCSE Lit Paper 1 19th Century novel 'A Christmas Carol'</p> <p>ACC Knowledge Organiser</p>	<p>Key Skills - AO1: Read, understand and respond to texts. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>GCSE Lit Assessments :</p> <p>Stave 1 – Scrooge's nephew</p> <p>Stave 3 – The Cratchit family</p>

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		<p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Specific vocabulary - Dickensian, Victorian, context, authorial intent, capitalism, Malthusian economic theory, socialism, thematic, allegory, antithesis, zeitgeist.</p> <p>Homework - GCSEPod Tasks – to be set by class teacher</p>	
<p>14-18 (Spring 1)</p>	<p>GCSE Language Paper 2</p> <p>Overview of all questions on both Reading and Writing Sections of Paper 2</p>	<p>Section A: Exploration of a range of non-fiction extracts.</p>	<p>Each question assessed through peer and self</p>

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		<p>AO1 - Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 - Compare writers' ideas and perspectives, as well as how these are conveyed,</p>	<p>as well as teacher via timed responses.</p> <p>Paper 2 mock exam formally assessed by teacher</p>
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		<p>across two or more texts. AO4 - Evaluate texts critically and support this with appropriate textual references. Section B: Writing to persuade. 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</p>	
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coherence and cohesion of texts.
AO6 –Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Specific Vocabulary -
Evaluate, identify, interpret, explicit, implicit, compare, structure, grammar, perspective, rhetoric, lexical field, semantic field.
Homework -
GCSEPod
Tasks – to be set by class teacher

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<p>19-24 (Spring 2)</p>	<p>GCSE Lit Paper 1 Shakespeare 'Macbeth'</p> <p>Macbeth Knowledge Organiser</p>	<p>Key Skills - AO1: Read, understand and respond to texts. 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</p>	<p>GCSE Lit Assessments :</p> <p>Act I scene v – Lady Macbeth's soliloquy</p> <p>Act III scene i – Macbeth's soliloquy</p>
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		<p>effect, with accurate spelling and punctuation. Specific Vocabulary - Jacobean, Elizabethan, contextual, hamartia, regicide, ambition, dramatic irony, soliloquy, patriarchal, iambic pentameter, trochaic tetrameter, feminine, masculine. Homework - GCSEPod Tasks – to be set by class teacher</p>	
<p>25-30 (Summer 1)</p>	<p>GCSE Lit Paper 2 Poetry Anthology 'Power & Conflict'</p> <p>Poems taught in pairs with a weekly comparison task</p> <p>Weekly creative writing challenge</p>	<p>Key Skills - AO1: Read, understand and respond to texts. AO2: Analyse the language, form and</p>	<p>Peer assessment opportunities to check progress for reading skills – formative assessments</p>

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		<p>structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Specific Vocabulary - Context, alliteration, enjambment, caesura, hyperbole, sibilance, rhetorical questions, anaphora, hypophora, rhyme, free verse, blank verse, iambic</p>	<p>for each comparison.</p> <p>End of half term assessment on 'Exposure' and one other poem</p>
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		<p>pentameter, structure. Homework - GCSEPod Tasks – to be set by class teacher</p>	
<p>31-38 (Summer 2)</p>	<p>GCSE Lit Paper 2 Poetry Anthology 'Power & Conflict'</p> <p>Poems taught in pairs with a weekly comparison task</p> <p>GCSE Spoken Language Endorsement</p> <p>P & C Poetry Knowledge Organiser</p>	<p>Key Skills - AO1: Read, understand and respond to texts. 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.</p>	<p>End of unit Literature style comparison assessment on 'Ozymandias' and one other poem</p> <p>Spoken Language assessment formally recorded and graded</p>

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		<p><i>Spoken Language:</i> Expresses their view coherently using a range of vocabulary. Use a range of strategies to present ideas to an audience.</p> <p>Specific Vocabulary - Context, alliteration, enjambment, caesura, hyperbole, sibilance, rhetorical questions, anaphora, hypophora, rhyme, free verse, blank verse, iambic pentameter, structure.</p> <p>Homework - GCSEPod Tasks – to be set by class teacher</p>	
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Golden Threads & What Makes a Good English Student?

A good English student must be competent with every key aspect of English. We have defined these key aspects as our 'Golden Threads' and these pull through our entire secondary curriculum. Whilst they may not be explicitly mentioned on the overview, we have mapped these across the Schemes of Learning, and we feel that if a student feels confident with these 10 key aspects then they will be a successful English student –

Narration, Description, SPaG, Immersion in Literature, Analysis, Audience, Metaphor, Poetry, Context and (of course) Shakespeare.