



## Year 10 Curriculum Overview

Year 10 will commence with a focus on GCSE English Literature to develop students' skills in reading critically and analytically. Students will begin with a specific focus on unseen poetry to develop their confidence to read texts critically before moving onto the AQA poetry anthology where they will apply the skills covered to the poems part of the set anthology. Students will be introduced to the assessment objectives to develop a clear understanding of the core skills that underpin their GCSE studies. Year 10 will also introduce students to English Language paper 1, which focuses on fictional texts, so students can develop an appreciation of how writers create effective plot, characterisation and setting before they apply these principles to their own writing.

To develop a broader appreciation of the literary canon and cover the texts on their final English Literature exams, students will also study A Christmas Carol and Macbeth. These texts will enable students to develop the skills to read critically and also explore issues such as greed, ambition, power, manipulation and gender roles.

By the end of year 10, students will have covered all of the texts they will be assessed on for English Literature with the exception of some of the more challenging poems from the Power and Conflict poetry anthology. They will have covered 50% of the content for English Language.

Term/Length of Time	Outline Brief information about specific knowledge, skills and experiences the students will have	Assessment/Teacher Feedback Opportunities This should link to your G4Smarmbook	Homework and Literacy resources This needs to include compulsory and optional tasks  Should include books as well as vocab/speaking/listening resources. These can either be optional or part of your SL.
Autumn 1	<b>Unseen poetry</b> <b>3 weeks</b> This unit will introduce students to the skills necessary to interpret and critically analyse a range of unseen poems. Students will explore a range of different types of	<b>Feedback/Action/ Response Marking:</b> Mini Literature assessment based on an unseen poem.  <b>Assessment on End of Unit Assessment [30 marks]:</b> Full literature assessment based on one of the poems from the Power and Conflict anthology. Students will be given one named poem and expected to make a thematic link to	<b>Minimum homework expectation - to be set on G4S</b> 60 minutes of compulsory homework per week that will include: <ul style="list-style-type: none"> <li>• Creating their own research fact file for the poets of the first six poems in the anthology</li> <li>• Producing their own revision resource of literary terminology (simile, metaphor, alliteration, sibilance, enjambment, caesura)</li> <li>• A revision resource about the typical features of Romantic poetry, including the key themes of this poetry, names of the poets, their beliefs, their sources of inspiration</li> </ul>

	<p>poems and some song lyrics to understand how writers use language and structure to create layers of meaning.</p> <p><b>Power and Conflict poetry (5 weeks)</b> Students will explore the first half of the anthology. The skills covered will include:</p> <ul style="list-style-type: none"> <li>- The key ideas of each poem</li> <li>- Appropriate contextual information</li> <li>- How to write analytically about the poems</li> <li>- How to make comparative links between the poems</li> </ul>	<p>another poem they have studied from the anthology.</p>	<ul style="list-style-type: none"> <li>• Annotating unseen poems and detailed essay plans that respond to a thematic question.</li> <li>• Producing essay plans for the Power and Conflict poetry anthology</li> <li>• The completion of at least three Seneca quizzes passed on poems from the Power and Conflict anthology.</li> <li>• Planning thematic responses on how the theme of conflict is presented in the Power and Conflict anthology.</li> <li>• Producing a revision sheet on the links between the poems covered in the Power and Conflict Poetry anthology to prepare for the final assessment and begin producing revision resources to help students prepare for year 11.</li> </ul> <p><b>Optional homework tasks and Literacy resources</b> <b>@Stuarthoskin7054</b> YouTube channel – revision videos which offer support and guidance with individual questions, skills and texts</p> <p><b>KS4 Revision Hub on Teams</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p> <p><b>This website includes some additional context and key quotations for the poems in the Power and Conflict cluster:</b> <a href="https://getrevising.co.uk/resources/power-and-conflict-poetry-detailed-analysis">https://getrevising.co.uk/resources/power-and-conflict-poetry-detailed-analysis</a></p> <p>Use this website for a range of tasks, additional information and quizzes: <a href="https://ivcgcseenglish.wordpress.com/poetry/">https://ivcgcseenglish.wordpress.com/poetry/</a></p>
	<p><b>A Christmas Carol</b></p>	<p><b>Feedback/Action/ Response Marking:</b></p>	<p><b>Minimum homework expectation - to be set on G4S</b> 60 minutes of compulsory homework per week that will include:</p>

<p><b>Autumn 2</b></p>	<p>A Christmas Carol is a Victorian novella about the story of the redemption of Scrooge. Students will explore characters and a range of thematic approaches to the text, including greed, charity, family, poverty and death.</p> <p>During the study of this novel, students will:</p> <ul style="list-style-type: none"> <li>• Read the whole novella</li> <li>• Discuss writer’s methods</li> <li>• Understand aspects of Victorian culture</li> <li>• Develop essay writing skills and the ability to make connectives across the novella.</li> </ul>	<p>Mini Literature assessment based on an extract from A Christmas Carol.</p> <p>The question will be character based.</p> <p><b>End of Unit Assessment [30 marks]:</b> Full literature assessment based on A Christmas Carol – closed book. Students have to use an extract from A Christmas Carol AND the novella as a whole.</p> <p>This assessment will expect students to explore the development of characters and themes across the text.</p> <p>An example question can be found here: <a href="https://www.bbc.co.uk/bitesize/guides/zc2trdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zc2trdm/revision/1</a></p> <p><b>This assessment will be marked on:</b></p> <p>Assessment Objective 1: Response to task and using references in response.</p> <p>Assessment Objective 2: Explaining writer’s methods using subject terminology, and discussing their effects to create meaning.</p> <p>Assessment Objective 3: Make contextual links between context, text and task.</p>	<ul style="list-style-type: none"> <li>• Research project on the 19<sup>th</sup> Century: Dickens’ life, poverty in Victorian times, research about Thomas Malthus, child labour, crime and the industrial revolution.</li> <li>• Creating revision maps for key characters and themes, including key quotations.</li> <li>• Planning answers for past exam questions.</li> <li>• Re-reading the text to revise for and prepare for the final assessments.</li> <li>• Preparing for low-stakes in class quizzes to revise the plot, characters, themes and the use of language</li> <li>• Producing a timeline or summary of each stave to be used as a revision tool.</li> <li>• Taking at least two Seneca quizzes.</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p><b>@Stuarthoskin7054</b> YouTube channel – revision videos which offer support and guidance with individual questions, skills and texts</p> <p><b>KS4 Revision Hub on Teams</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p> <p>Both of these booklets can be used to further develop your knowledge and skills of the texts, catch up with any notes and also complete practice questions:</p> <p><a href="https://yourfavouriteteacher.com/wp-content/uploads/2021/03/a-christmas-carol-course-booklet.pdf">https://yourfavouriteteacher.com/wp-content/uploads/2021/03/a-christmas-carol-course-booklet.pdf</a></p> <p><a href="https://snhs.kirklees.sch.uk/wp-content/uploads/2019/05/A-Christmas-Carol-Revision-Workbook-SNHS-1.pdf">https://snhs.kirklees.sch.uk/wp-content/uploads/2019/05/A-Christmas-Carol-Revision-Workbook-SNHS-1.pdf</a></p>
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<p><b>Spring 1</b></p>	<p><b>English Language paper 1</b></p> <p>The unit will begin by focusing on the reading component of English Language paper 1. Students will learn how:</p> <ul style="list-style-type: none"> <li>- The exam is structured and timings</li> <li>- To identify and extrapolate information</li> <li>- How to analyse a writer's use of language and structure</li> <li>- To apply literary terminology to evaluate a statement</li> <li>- To write answers in timed conditions to develop the skills necessary for the exam</li> </ul> <p><b>The unit will then focus on descriptive / narrative writing</b></p>	<p><b>Feedback/Action/ Response Marking:</b></p> <p>Students will answer a reading paper 1, question 3 (8 marks). This question expects students to examine how a text has been structured to engage readers.</p> <p>A sample question and ways to approach the text is here:  <a href="https://www.bbc.co.uk/bitesize/guides/z839dmn/revision/3">https://www.bbc.co.uk/bitesize/guides/z839dmn/revision/3</a></p> <p><b>The final summative assessment will be a Descriptive / narrative writing (40 marks) – 45 minutes.</b> These marks are awarded for:</p> <p><b>Assessment Objective 5:</b></p> <ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <p><b>Assessment Objective 6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>60 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>- Create a glossary of literary terminology to analyse the language and structure of a text (this website has the terms needed to for paper 1, question 3 <a href="https://www.gcse.co.uk/gcse-english-language-paper-1-writing-about-structure-question-3-focus/">https://www.gcse.co.uk/gcse-english-language-paper-1-writing-about-structure-question-3-focus/</a>)</li> <li>- Plan and write the introduction to a range of descriptive / narrative tasks (see this website for a sample of the tasks: <a href="https://files.schudio.com/durhamjohnston/files/documents/ENGLISH LANG - GCSE - PAPER 1 WRITING.pdf">https://files.schudio.com/durhamjohnston/files/documents/ENGLISH LANG - GCSE - PAPER 1 WRITING.pdf</a>)</li> <li>- Plan and annotate fictional texts to analyse the writer's use of language / structure</li> <li>- Create vocabulary lists to enhance the range of vocabulary</li> <li>- Create a guide to using different punctuation marks</li> <li>- Read different fictional texts</li> <li>- Create a revision guide on the questions covered in English Language Paper 1 to begin preparing for the summer progress assessment</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>A range of sample English Language Paper 1 questions are here:  <a href="http://www.theacademycarlton.org.uk/uploads/images/file/English-Language-Paper%201%20Sample-Papers.pdf">http://www.theacademycarlton.org.uk/uploads/images/file/English-Language-Paper%201%20Sample-Papers.pdf</a></p> <p><a href="http://park.academies.aspirationsacademies.org/wp-content/uploads/sites/12/2020/06/AQA-GCSE-English-Language-Paper-1-revision-booklet.pdf">http://park.academies.aspirationsacademies.org/wp-content/uploads/sites/12/2020/06/AQA-GCSE-English-Language-Paper-1-revision-booklet.pdf</a></p>
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	<p><b>where students will learn how to:</b></p> <ul style="list-style-type: none"> <li>- Effectively plan a piece of descriptive / narrative writing</li> <li>- Effectively structure their writing</li> <li>- Incorporate ambitious vocabulary in an effective style</li> <li>- Craft their writing so that it is engaging, developed and creative</li> <li>- Vary the range of punctuation they use within their responses</li> </ul>	<p>A sample image and candidates' responses to this task are here:  <a href="https://missdaviesblog.files.wordpress.com/2018/02/paper-1-q5-example-responses.pdf">https://missdaviesblog.files.wordpress.com/2018/02/paper-1-q5-example-responses.pdf</a></p>	
<p><b>Spring 2</b></p>	<p><b>Shakespeare: Macbeth (20% of the final English Literature course)</b></p> <p>Students will study this play that addresses the theme of power, ambition, greed, manipulation</p>	<p><b>Feedback/Action/Response Marking:</b>  Using an extract from Macbeth students will complete a mini assessment on how one character is presented.</p> <p><b>This assessment will be marked on:</b>  Assessment Objective 1: Response to task and using references in response.</p>	<p><b>Minimum homework expectation - to be set on G4S</b>  60 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>• Researching life in the Jacobean times, including attitudes towards witchcraft, the Gunpowder Plot, women's roles and the Divine Right of Kings</li> <li>• Creating a range of revision resources that summarise the traits of the characters and themes, including key quotations</li> <li>• Looking up new vocabulary to describe key characters</li> <li>• Re-reading the play to prepare for assessment tasks</li> </ul>

	<p>and magic. The unit will enable students to:</p> <ul style="list-style-type: none"> <li>- Watch different versions of key scenes in Macbeth</li> <li>- Understand the plot of Macbeth</li> <li>- Discover aspects of Jacobean times that link to the play, such as beliefs about witchcraft</li> <li>- Explore key themes</li> <li>-</li> </ul>	<p>Assessment Objective 2: Explaining writer's methods using subject terminology, and discussing their effects to create meaning.</p> <p>Assessment Objective 3: Make contextual links between context, text and task.</p> <p>Assessment objective 4: using a range of sentence structures; the use of effective vocabulary; and accurate spelling, punctuation and grammar.</p>	<p><b>Optional homework tasks and Literacy resources</b></p> <p><b>@Stuarthoskin7054</b> YouTube channel – revision videos which offer support and guidance with individual questions, skills and texts</p> <p><b>KS4 Revision Hub on Teams</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p> <p>For higher-level analysis of the play:  <a href="https://thedeepbaregarden.files.wordpress.com/2019/12/macbeth-wider-reading-booklet.pdf">https://thedeepbaregarden.files.wordpress.com/2019/12/macbeth-wider-reading-booklet.pdf</a></p> <p><a href="https://www.bl.uk/works/macbeth">https://www.bl.uk/works/macbeth</a></p> <p>A summary of each scene and key themes:  <a href="https://mseffie.com/assignments/macbeth/Study%20Guides/Macbeth%20SG%20Course%20Hero.pdf">https://mseffie.com/assignments/macbeth/Study%20Guides/Macbeth%20SG%20Course%20Hero.pdf</a></p>
<p><b>Summer 1</b></p>	<p><b>Macbeth continued</b></p> <p>Students will continue to study Macbeth with a focus on:</p> <ul style="list-style-type: none"> <li>- Tracking the development of key characters</li> <li>- Revising key themes</li> </ul>	<p><b>End Of Unit Assessment [34 marks]:</b></p> <p>English Literature Shakespeare. Using an extract from Macbeth, students will complete an assessment on a theme in one extract and in the play as a whole.</p> <p>An example exam question can be found here:  <a href="https://www.bbc.co.uk/bitesize/guides/zwgdnbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zwgdnbk/revision/1</a></p> <p><b>This assessment will be marked on:</b></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>60 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>• Re-reading the play to prepare for assessment tasks</li> <li>• Planning essay responses</li> <li>• Completing revision resources that track the key themes of the play</li> <li>• Students will also be given English Language paper 1 tasks to begin revising this aspect of the course to prepare for their final Progress Exams to go over these skills</li> </ul>

	<ul style="list-style-type: none"> <li>- Crafting an effective English Literature essay</li> </ul> <p><b>English Language Paper 1 recap (1 week)</b> Students will spend one week recapping English Language paper 1. They will cover:</p> <ul style="list-style-type: none"> <li>- The question types, number of marks and timings</li> <li>- How to analyse texts and craft exam responses</li> </ul>	<p>Assessment Objective 1: Response to task and using references in response.</p> <p>Assessment Objective 2: Explaining writer's methods using subject terminology, and discussing their effects to create meaning.</p> <p>Assessment Objective 3: Make contextual links between context, text and task.</p> <p>Assessment objective 4: using a range of sentence structures; the use of effective vocabulary; and accurate spelling, punctuation and grammar.</p>	<p><b>Optional homework tasks and Literacy resources</b> <b>@Stuarthoskin7054</b> YouTube channel – revision videos which offer support and guidance with individual questions, skills and texts</p> <p><b>KS4 Revision Hub on Teams</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p> <p>A range of sample English Language Paper 1 questions are here: <a href="http://www.theacademycarlton.org.uk/uploads/images/file/English-Language-Paper%201%20Sample-Papers.pdf">http://www.theacademycarlton.org.uk/uploads/images/file/English-Language-Paper%201%20Sample-Papers.pdf</a></p>
<p><b>Summer 2</b></p>	<p><b>English Language paper 1 (2 weeks)</b> Students will have the opportunity to practise writing answers to all aspects of English Language paper 1. They will revisit the skills necessary to craft an effective piece of creative writing.</p>	<p><b>Students will sit a whole English Language Paper 1. This assessment will be marked on:</b></p> <p>Assessment Objective 1: Response to task and using references in response.</p> <p>Assessment Objective 2: Explaining writer's methods using subject terminology, and discussing their effects to create meaning.</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Students will be expected to:</li> <li>- Create their own vocabulary lists they can use for question 5 (the descriptive / narrative task)</li> <li>- Learn to accurately spell some common misspellings</li> <li>- Plan a range of sample answers for English Language paper 1. A booklet going through the exam is here: <a href="https://www.todhigh.co.uk/assets/Documents/Attachments/English-Language-Revision-Booklet-v2.pdf">https://www.todhigh.co.uk/assets/Documents/Attachments/English-Language-Revision-Booklet-v2.pdf</a></li> </ul> <p><b>For the final poetry unit students will be expected to:</b></p>

	<p><b>Power and Conflict Poetry</b> Students will revise the poems covered in the autumn term. They will then continue to develop their understanding of the poems in the Power and Conflict anthology. There will be opportunities for students to explore links between the poems, analyse the language used and also further develop their familiarity with the skills needed to write effective English Literature essays.</p>	<p>Assessment Objective 3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>Assessment Objectives 4: Evaluate texts critically and support this with appropriate textual references</p> <p><b>Assessment Objective 5:</b></p> <ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <p><b>Assessment Objective 6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<ul style="list-style-type: none"> <li>- Revise the poems covered in autumn 1 to prepare for in-class starter quizzes</li> <li>- Undertake pre-reading of the poems and completing research about the poets</li> <li>- Comparing poems according to a theme and producing revision resources for this</li> </ul> <p><b>Optional homework tasks and Literacy resources</b> <b>@Stuarthoskin7054</b> YouTube channel – revision videos which offer support and guidance with individual questions, skills and texts</p> <p><b>KS4 Revision Hub on Teams</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p> <p>Another English Language Paper 1 booklet is here for practice questions: <a href="https://www.southamcollege.com/uploaded/subjects/English/eng_revision/English_Language_Revision_Booklet_-_Paper_1.pdf">https://www.southamcollege.com/uploaded/subjects/English/eng_revision/English_Language_Revision_Booklet_-_Paper_1.pdf</a></p>
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