

English

Year 10

Term	Content	Sequencing	Assessment	Careers links, Experiences & Future Subject Ambition
<p>Autumn 1 7 weeks 3 days Macbeth</p>	<p><u>English Literature Paper 1</u> <u>Shakespeare's Macbeth</u></p>	<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • The main characters: Macbeth, Lady Macbeth and Banquo • Women • Power and ambition • Betrayal and loyalty • Honour • Integrity • Fate Vs free will • Manipulation and deception • Friendship <p><u>Subject Terminology:</u></p> <ul style="list-style-type: none"> • Tragedy • Tragic hero • Hamartia • Hubris • Foreshadowing • Dramatic Irony • Characterisation • Soliloquy • Aside • Motif • Allusion • Ethos / Pathos / Logos • Repetition • Rhetorical Questions 	<p><u>Assessment</u> How does Shakespeare present a main character or theme?</p> <p><u>Students will be assessed on:</u></p> <p><u>Reading</u> Respond to key ideas and concepts in the play by developing a more personal, exploratory and critical response.</p> <p>Use a range of evidence to support interpretations and ideas.</p> <p>Comment on writer's intentions by including a range of appropriate methods.</p> <p>Make wider contextual links and consider the bigger picture both to the writer's historical period and now.</p>	<p><u>Post 16 Links</u> English Literature A Level: Paper 1 Section A English Language and Literature A Level: 3.2.4 Dramatic encounters</p>

		<ul style="list-style-type: none"> • Anaphora • Metaphor and Simile <p>Previous topics built on in this topic: Links to and develops further the Shakespearean Tragedies taught at KS3 (Romeo and Juliet, Richard III and Julius Caesar)</p>		
<p>Autumn 2 7 weeks</p>	<p><u>English Literature Paper 1</u> <u>19th Century Novel</u> <u>Charles Dickens A Christmas Carol</u></p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • The protagonist and main characters • Political Ideology • Capitalism • Victorian Values • Christianity • Hierarchy • Christmas Traditions • Social Class & Hierarchy • Family • Supernatural • Individualism vs the community • Inequality • The Industrial Revolution <p><u>Subject Terminology:</u></p> <ul style="list-style-type: none"> • Narrative Perspective • Setting • Foreshadowing • Contrast • Symbolism • Characterisation • Allegory • Mood • Atmosphere 	<p><u>Assessment</u> How does Dickens present a main character or theme?</p> <p><u>Students will be assessed on:</u></p> <p><u>Reading</u> Respond to key ideas and concepts in set texts by developing a more personal, exploratory and critical response.</p> <p>Use a range of evidence to support interpretations and ideas</p> <p>Comment on writer’s intentions by including a range of appropriate methods.</p> <p>Make wider contextual links and consider the bigger picture both to the writer’s historical period and now.</p>	<p><u>Post 16 Links</u> English Language and Literature A Level: 3.2.2 Writing about society English Literature A Level: 4.3.2 texts across time</p>

		<ul style="list-style-type: none"> • Pathetic fallacy • Irony • Imagery • Motif <p>Previous topics built on in this topic: Links to and develops further the reading skills taught at KS3. Students were introduced to 19th Century Literature in Year 7 (Oliver Twist) and more broadly through extracts and their own private reading during library lessons.</p>		
<p>Spring 1 6 weeks: 2 weeks mocks 4 weeks</p>	<p><u>English Language Paper 1</u> <u>Creative reading and writing</u></p>	<p><u>Subject Terminology:</u></p> <ul style="list-style-type: none"> • Narrative Perspective • Setting • Foreshadowing • Contrast • Symbolism • Characterisation • Allegory • Mood • Atmosphere • Pathetic fallacy • Irony • Imagery • Motif • Cliffhanger • Resolution • Rising Action • Climax 	<p><u>Assessment</u></p> <p>Paper 1 Language Creative reading and writing questions 1-5 baseline followed by summative.</p> <p><u>Students will be assessed on:</u></p> <p><u>Writing</u> To write in a clear, compelling or convincing style that is well-structured, articulate and carefully planned for purpose and audience.</p> <p>To include appropriate and imaginative vocabulary and linguistic devices according to task, purpose and audience.</p> <p>To use a range of sentences and punctuation for effect.</p>	<p><u>Post 16 Links</u> English Language: Paper 1 Section A English Language: Paper 2 Section B Non-exam assessment: Language in Action</p>

		<ul style="list-style-type: none"> • Twist • En media res • Shift in focus • Protagonist/antagonist • Evaluation • Effects on the reader • Time • Flashback 	<p>To write coherent paragraphs with integrated discourse markers.</p> <p>To write with technical accuracy - SPAG</p> <p>plan, draft, edit and proof-read</p> <p>Reading Identify and interpret explicit and implicit information and ideas. 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. Evaluate texts critically and support this with appropriate textual references.</p>	
<p>Spring 2</p> <p>6 weeks</p>	<p><u>Literature Paper 2 Modern Texts</u> <u>JB Priestley An Inspector Calls</u></p>	<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • Social class and status • Gender • education • Relationships between male and females • patriarchal society. • relation between accent and dialect and the connection to power • Edwardian Society: attitudes and values • Generational differences • Family • WWI and WWII <p><u>Subject Terminology:</u></p>	<p><u>Assessment</u></p> <p>Mock Paper 1 Language Creative reading and writing</p> <p>How does Priestley present one of the main characters or themes?</p> <p>Reading Respond to key ideas and concepts in set texts by developing a more personal, exploratory and critical response.</p> <p>Use a range of evidence to support interpretations and ideas</p>	<p><u>Post 16 Links</u></p> <p>English Literature A Level: Paper 1 (3.2.1) Text in shared context WWI and aftermath/1945 to present day English Language and Literature A Level: (3.2.4) Dramatic encounters</p>

		<ul style="list-style-type: none"> • Plot • Stage directions • Act • Scene • Dialogue • Characterisation • Irony • Accent • Dialect • Humour • Audience • Dramatic Irony • Structural methods • Cliffhanger • Lighting and sound <p>Previous topics built on in this topic: Links to and develops skills taught in Year 8 reading: George Bernard Shaw's Pygmalion and writing: social class. (Spring T1)</p>	<p>Comment on writer's intentions by including a range of appropriate methods.</p> <p>Make wider contextual links and consider the bigger picture both to the writer's historical period and now.</p>	
<p>Summer 1</p> <p>8 weeks</p>	<p><u>Literature Paper 2 Poetry</u> <u>Unseen Poetry & Power and Conflict Anthology Poetry</u></p> <p><u>English Language Paper 1</u> <u>Creative writing</u></p>	<p><u>Subject Terminology:</u> <u>Form:</u></p> <ul style="list-style-type: none"> • Dramatic Monologue • 1st person • Free verse • Sonnet <p><u>Structure:</u></p> <ul style="list-style-type: none"> • Stanza • Repetition • Rhyming Couplets 	<p><u>Assessment</u></p> <p>Students will compare either power or conflict in two poems from the anthology.</p> <p>Students will complete an Unseen Poetry exam question.</p> <p><u>Students will be assessed on:</u></p> <p>Reading</p>	<p><u>Post 16 Links</u></p> <p>English Literature A Level: Paper 1 (3.2.1) Text in shared context WWI and aftermath/1945 to present day English Language and Literature A Level: 3.2.4 Dramatic encounters 3.1.4 Poetic voices 3.2 Exploring conflict English Language: Non-exam assessment: Language in Action</p>

		<ul style="list-style-type: none"> • Extended Metaphor • Enjambment • Rhetorical Questions • Volta • Caesura • Refrain <p><u>Language:</u></p> <ul style="list-style-type: none"> • Simile • Pathetic Fallacy • Personification • Colloquial Language • Imagery • Oxymoron • Hyperbole • Metaphor • Irony • Sensory Language • Sibilance • Alliteration • Symbol • Plosive sounds and verbs • Semantic field • Rhythm • Dialect <p><u>Previous topics built on in this topic:</u> Links to and develops further the reading skills covered in Year 7 Love poetry (Spring T2), Year 8 War poetry (Autumn T2), Year 9 Poetry Voices (Spring T2)</p>	<p>Respond to key ideas and concepts in set texts by developing a more personal response.</p> <p>Use a range of evidence to support interpretations and ideas</p> <p>Comment on writer’s intentions by including a range of appropriate methods.</p> <p>Make wider contextual links and consider the bigger picture.</p>	
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<p>Summer 2 4 weeks</p>	<p><u>English Language Paper 2 Writer’s Viewpoints and Perspectives</u></p> <p>Speech Writing and Spoken Language Endorsement</p>	<p><u>Subject Terminology:</u></p> <ul style="list-style-type: none"> • Simile • Sarcasm • Personification • Colloquial Language • Imagery • Contrast • Hyperbole • Metaphor • Irony • Sensory Language • Direct address • Alliteration • Facts • Opinions • Semantic field • Rhetorical question • Repetition • Triples • Emotive Language • Anaphora • Hypophora • Statistics • Humour 	<p>English Language Paper 2 Writer’s Viewpoints and Perspectives reading and writing questions 4 and 5</p> <p><u>Students will be assessed on:</u></p> <p><u>Reading</u> 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. Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p><u>Writing</u> 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 coherence and cohesion of texts. Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><u>Oracy</u> Spoken Language Endorsement</p> <ul style="list-style-type: none"> • presenting • responding to questions and feedback • use of Standard English 	<p><u>Post 16 Links</u> English Language: Paper 1 Section A English Language: Paper 2 Section B</p>
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