

English Curriculum Overview – Year 10

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>AQA Poetry Anthologies x 5 poems (of 15)</p> <p><u>Text Options:</u></p> <ul style="list-style-type: none"> - 'Power & Conflict' - 'Love & Relationships' - Worlds & Lives 	<ul style="list-style-type: none"> • Key ideas, themes and perspectives within studied poems. • Poetic devices (e.g. <i>imagery, similes, metaphors, personification, symbolism, semantic fields</i>) • Structural techniques (e.g. <i>free verse, stanzas, enjambment</i>) • Comparative PEEE paragraph format (<i>Comparative Point – Evidence – Explain – Explore</i>) and what each of these terms mean 	<ul style="list-style-type: none"> • Interpreting meaning and tone in poems • Evaluating how poetic methods shape these meanings • Selection of the most effective textual support for arguments • Interpreting wording and demands of set questions • Effective annotation skills • Identifying how key themes are revealed through language choices • Identifying intended authorial purpose and/or message • How to structure a successful analytical response using the PEEE paragraph format • How to peer assess partner work using set criteria 	<p>Regular peer and self-assessment of written work</p> <p>Two half-termly assessments – GCSE Literature Paper 2 Section B</p>	<p>Comprehension tasks as set from student work booklet</p> <p>Challenge extension tasks</p> <p>Independent annotation of poems</p> <p>Comparative PEEE paragraph practice using provided scaffolds / sentence starters</p> <p>Independent research on poets, contexts and wider themes, with opportunities for flipped learning</p>	<p>Appreciation of different poetic styles and perspectives on the world.</p> <p>Grateful for different writers' contributions to literature.</p> <p>Solidarity of people by drawing attention to important social issues.</p> <p>Understanding of historical events and cultural responses, e.g. Romantic poetry within the late 18th and early 19th Century</p> <p>Understanding the views of marginalised groups, including based on class, gender and race.</p> <p>Exploration of historical and societal contexts of our texts which align with the History, Geography and later Sociology curricula.</p> <p>Clarity of arguments built through analysis and writing skills – essential for legal, political contexts etc.</p>	<p>Students essay writing skills are being constantly worked on through the year to aid coherence of argument and depth of analysis, applicable in both the English Literature exams and Section A Questions 1-3 of Language 1 and Language 2.</p> <p>Annotation skills are worked on to help with all Literature and Language units studied at GCSE.</p> <p>Comparison skills are worked on here and support with Language Paper 2 Question 4 and Literature</p>

		<ul style="list-style-type: none"> How to develop personal opinions with group discussions 			Empathy skills through viewing other perspectives - social work environments.	Paper 2 Section C Question 2.
Autumn Term 2						
<p>Literature Paper 1 – Shakespeare (continued to Spring Term 1)</p> <p><u>Text options:</u></p> <ul style="list-style-type: none"> Macbeth Romeo and Juliet The Merchant of Venice 	<ul style="list-style-type: none"> Understanding of the plot and characters Consideration of the social and historical context of the text and the impact on the author and the text Wider ideas, themes and issues around the text (e.g. discussions around religion, ambition, love, society's perspectives) Language and structural devices (e.g. imagery, similes, metaphors, personification, symbolism, semantic fields, punctuation, sequencing, motifs, metre) Consideration of author's intention and purpose Deeper understanding of the GCSE assessment objectives Further knowledge on constructing written responses to essay style questions (extract based) New vocabulary through exploration of new text 	<ul style="list-style-type: none"> Interpreting meaning Evaluating the effect of figurative language Discernment of the most judicious textual evidence for arguments Confidence with reading antiquated writing styles and deciphering meaning Interpreting wording and understanding the demands of exam style questions Effective annotation skills Identifying and exploring key themes and wider issues within a text Identifying intended authorial purpose and/or message How to structure a successful analytical exam response to an extract How to develop personal opinions within discussions and essay practice 	<p>Regular peer and self-assessment of written work</p> <p>Two half-termly assessments – GCSE Literature Paper 1 Section A</p>	<p>Research into contexts - flipped learning</p> <p>Independent reading opportunities</p> <p>Independent annotation</p> <p>Booklets provided for further activities and revision opportunities</p> <p>Essay practice</p> <p>Redrafting of written work</p> <p>Comprehension tasks to ensure understanding of reading completed</p> <p>Exploring sample responses to questions on this set text</p>	<p>Thematic links to the sanctity of God's creation within all texts, equipping students with an understanding of the historical significance of religious observance in British culture.</p> <p>The focus on empathy within texts draws students towards understanding the dignity of God's people.</p> <p>Understanding of a shared British cultural institution with insight on commonly explored narratives. Shakespeare and his works are a common reference point within Western culture.</p> <p>Exploration of historical and societal contexts of texts which align with History, Geography and, later, Sociology curricula.</p> <p>Clarity of arguments is built through analysis and writing skills – essential for legal, political contexts etc.</p> <p>Empathy skills learnt through viewing other perspectives</p>	<p>Students essay writing skills are being constantly worked on through the year to aid coherence of argument and depth of analysis, applicable in both the English Literature exams and Section A Questions 2-4 of Language 1 and Language 2.</p> <p>Annotation skills are worked on to help with all Literature and Language units studied at GCSE.</p>

support working in social environments.

Spring Term 1

(continued from Autumn Term 2)

Spring Term 2

Language Paper 1
Explorations in Creative Reading and Writing

- Understanding of the requirements of the Language Paper 1 exam
- A range of approaches for analysis of unseen texts
- Comprehension of structure within a text
- A wider range of devices to identify and analyse within an unseen extract (e.g. similes, metaphors, personification, semantic fields etc.)
- A range of different extracts, with different styles of writing and topics for their narratives

- Effective extract annotation skills
- Identifying how key themes are revealed through writer's language choices
- Evaluating the presentation of characters and how readers could respond
- Evaluation of writer's intended purpose and/or messages
- Developing personal opinions and responses to text and key themes
- Responding to Language Paper 1 questions 1-4 based on the extract (inference, deduction, analysis, evaluation)
- Considering how key extracts relate to the wider ideas in a novel and how these ideas connect
- Using an author's work as a stimulus for own creative writing,

Regular peer and self-assessment of written work

Practice questions in timed conditions to prepare for the exam

Practice of either Section A or Section B within lesson time

A full Language Paper 1 assessment – 2 times within the year

Independent annotation opportunities

Booklets provided for further activities and opportunities to solidify learning

Essay practice

Redrafting of written work

Exploring sample responses to questions

Planning tasks for question 5

Wider reading to promote wider vocabulary and skills with unseen extracts

Texts studied explore a range of topics, linking to social values such as **solidarity**, through care of others and empathy; **gratitude**, for our lives and the freedoms and powers we have; **dignity of work**, seen in the presentation and exploration of people from a range of professions and backgrounds; etc.

Cultural capital is reinforced through being exposed to a breadth of writing styles and concepts that enrich the students, either through learning about other perspectives, time periods or places.

Students' abilities to respond to unseen texts in a very exam led unit prepare them explicitly with exam skills, applicable for all subjects, as well as equipping them with strategies to approach all

Links to language analysis skills explored in study of Language Paper 2.

Analysis skills support work for English Literature exams

		emulating style and methods <ul style="list-style-type: none"> • Grammatical understanding for creative writing • Effective and varied use of punctuation • Narrative and descriptive structuring 			exams with unseen elements. <p>Students build greater independence, which supports them with problem solving and initiative.</p> <p>Students' analytical skills are applicable to a range of roles, including journalism and legal professions.</p>	
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Summer Term 1

<p>AQA Poetry Anthologies x 5 poems (of 15)</p> <p><u>Text Options:</u></p> <ul style="list-style-type: none"> - 'Power and Conflict' - 'Love and Relationships' - 'Worlds and Lives' 	<ul style="list-style-type: none"> • Key ideas, themes and perspectives within studied poems. • Poetic devices (e.g. <i>imagery, similes, metaphors, personification, symbolism, semantic fields</i>) • Structural techniques (e.g. <i>free verse, stanzas, enjambment</i>) <p>Comparative PEEE paragraph format (<i>Comparative Point – Evidence – Explain – Explore</i>) and what each of these terms mean</p>	<ul style="list-style-type: none"> • Interpreting meaning and tone in poems • Evaluating how poetic methods shape these meanings • Selection of the most effective textual support for arguments • Interpreting wording and demands of set questions • Effective annotation skills • Identifying how key themes are revealed through language choices • Identifying intended authorial purpose and/or message • How to structure a successful analytical response using the PEEE paragraph format 	<p>Regular peer and self-assessment of written work</p> <p>Two half-termly assessments – GCSE Literature Paper 2 Section B</p>	<p>Comprehension tasks as set from student work booklet</p> <p>Challenge extension tasks</p> <p>Independent annotation of poems</p> <p>Comparative PEEE paragraph practice using provided scaffolds / sentence starters</p> <p>Independent research on poets, contexts and wider themes, with opportunities</p>	<p>Appreciation of different poetic styles and perspectives on the world.</p> <p>Grateful for different writers' contributions to literature.</p> <p>Solidarity of people by drawing attention to important social issues.</p> <p>Understanding of historical events and cultural responses to them, e.g. Romantic poetry within the late 18th and early 19th Century</p> <p>Understanding the views of marginalised groups, including based on class, gender and race.</p> <p>Students are exploring the historical and societal contexts of our texts which align with the History, Geography and later Sociology curricula.</p>	<p>Students essay writing skills are being constantly worked on through the year to aid coherence of argument and depth of analysis, applicable in both the English Literature exams and Section A Questions 1-3 of Language 1 and Language 2.</p> <p>Annotation skills are worked on to help with all Literature and Language units studied at GCSE.</p>
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		<ul style="list-style-type: none"> • How to peer assess partner work using set criteria • How to develop personal opinions with group discussions 		for flipped learning	Clarity of arguments is built through analysis and writing skills – essential for legal, political contexts etc. Empathy skills learnt through viewing other perspectives support working in social environments.	
Summer Term 2						
<p>Modern Texts</p> <p><u>Text options:</u></p> <ul style="list-style-type: none"> - <i>An Inspector Calls</i> - <i>DNA</i> - <i>Lord of the Flies</i> 	<ul style="list-style-type: none"> • Understanding of the plot and characters • Consideration of the social and historical context of the texts and the impact on the author and the text • Wider ideas, themes and issues around the text (<i>e.g. discussions around socialism, class, social influences, psychology</i>) • Language and structural devices (<i>e.g. imagery, similes, metaphors, personification, symbolism, semantic fields, punctuation, sequencing, motifs, metre</i>) • Dramatic devices (<i>e.g. dramatic irony, soliloquys, stage directions, staging, props</i>) • Consideration of author's intention, 	<ul style="list-style-type: none"> • Interpreting meaning • Evaluating the effect of figurative language • Discernment of the most judicious textual evidence for arguments • Interpreting wording and understanding the demands of exam style questions • Effective annotation skills • Identifying and exploring key themes and wider issues within a text • Identifying intended authorial purpose and/or message • How to structure a successful analytical exam without an extract • How to develop personal opinions within group 	<p>Regular peer and self-assessment of written work</p> <p>Two half-termy assessments – GCSE Literature Paper 2 Section A</p>	<p>Research into contexts to allow for flipped learning</p> <p>Independent reading opportunities</p> <p>Independent annotation opportunities</p> <p>Booklets provided for further activities and opportunities to solidify learning</p> <p>Essay practice</p> <p>Redrafting of written work</p> <p>Comprehension styled tasks to ensure</p>	<p>Learning about themes of conflict and peace allows students to reflect on their own views of peace and reconciliation</p> <p>Grateful for different writers' contributions to literature.</p> <p>Solidarity of people by drawing attention to important social issues.</p> <p>Understanding of historical events and cultural responses to them, e.g. both world wars.</p> <p>Understanding the views of marginalised groups, including based on class, gender and race.</p> <p>Considering the role of drama and prose in forming and responding to significant thought through the Twentieth and Twenty-First Centuries.</p> <p>Students are exploring the historical and societal contexts of our texts which</p>	<p>Students essay writing skills are being constantly worked on through the year to aid coherence of argument and depth of analysis, applicable in both the English Literature exams and Section A Questions 2-4 of Language 1 and Language 2.</p> <p>Annotation skills are worked on to help with all Literature and Language units studied at GCSE.</p>

	<p>purpose and allegorical message</p> <ul style="list-style-type: none"> • Deeper understanding of the GCSE assessment objectives • Further knowledge on constructing written responses to essay style questions • New vocabulary through exploration of new text 	<p>discussions and essay practice</p>		<p>understanding of reading completed</p> <p>Exploring sample responses to questions on this set text</p>	<p>align with the History, Geography and later Sociology curricula.</p> <p>Clarity of arguments is built through analysis and writing skills – essential for legal, political contexts etc.</p> <p>Empathy skills learnt through viewing other perspectives support working in social environments.</p>	
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