



























## Year 10 English Curriculum Overview 2021

<p><b>ADVENT:</b> Advent: 06/09- 21/12</p> <p><b>Assessed Pieces:</b></p> <p><b>Reading:</b> An Inspector Calls essay question on older/ younger generations. Extract to whole Dr Jekyll and Mr Hyde essay on settings. (Literature Paper 2 and Paper 1).</p> <p><b>Speaking and Listening:</b> Discussion about presentation of key themes in AIC/ DRJMH.</p>	<p><b>LENT:</b> 06/01- 11/04</p> <p><b>Assessed Pieces:</b></p> <p><b>Reading:</b> Poetry Comparison- ‘When we two parted’ and ‘Winter Swans’.</p> <p><b>Writing:</b> Narrative/ Descriptive writing (night scene). Language Paper 1. Then, Q1-4 practise in class.</p> <p><b>Speaking and Listening:</b> Presentation on poems.</p>	<p><b>PENTECOST:</b>25/04-22/07</p> <p><b>Assessed Pieces:</b></p> <p><b>Reading:</b> Romeo and Juliet question- attitudes to love. Practise Language Paper 2 Q1-4 in class.</p> <p><b>Writing:</b> Explanatory/Persuasive Script for SPL presentation.</p> <p><b>Speaking and Listening:</b> Spoken Language recordings- presentation on topic you feel strongly about.</p> <p><b>MOCKS:</b> Language Paper 1 and Language Paper 2. Literature Paper 1.</p>
<p><b>Content:</b></p> <p><b>Literature Paper 2:</b> ‘An Inspector Calls’. (6 weeks)</p> <p><b>Language Paper 2:</b> Writing skills (1 week)</p> <p><b>Literature Paper 1:</b> ‘Dr Jekyll and Mr Hyde’/ ‘A Christmas Carol’ (7 weeks)</p> <p><b>English Key Concepts:</b> Representation, Perspective, Culture, Transformation, Communication, Creativity.</p> <p><b>Topic Concepts:</b> Duality    Façade    Evolution    Repression</p> <p>            </p> <p>Social Unrest    Democracy    Responsibility    Supernatural</p> <p>            </p>	<p><b>Content:</b></p> <p><b>Language Paper 1:</b> Writing skills (3 weeks). Reading skills (3 weeks)</p> <p><b>Literature Paper 2:</b> ‘Relationships’ Poetry in order. (6 weeks).</p> <p><b>English Key Concepts:</b> Representation, Perspective, Culture, Transformation, Communication, Creativity.</p> <p><b>Topic Concepts:</b> Reconciliation    Nostalgia    Objectification    Longing</p> <p>            </p> <p>Cohesion    Cyclical    Denotation    Connotation</p> <p>            </p>	<p><b>Content:</b></p> <p><b>Language Paper 2:</b> Reading (3 weeks) Writing (2 weeks)</p> <p><b>Revision for Mocks</b> (1 week in class but revisited regularly in Homework/ Century).</p> <p><b>Spoken Language Presentation</b></p> <p><b>Literature Paper 1:</b> ‘Romeo and Juliet’ full text (7 weeks).</p> <p><b>English Key Concepts:</b> Representation, Perspective, Culture, Transformation, Communication, Creativity.</p> <p><b>Topic Concepts:</b> Duty    Honour    Predestination    Ideology</p> <p>            </p> <p>Comparison    Objectivity    Passion    Logic</p> <p>            </p>

**INTENT: Passion for Language and Literature; Reading for Pleasure; Articulacy and Self-expression; Functional Literacy skills for life; empower Students with Cultural awareness and experience. English is at the core of all learning and these skills will be transferred across the Curriculum.**



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<p><b>Rationale for Sequencing:</b> AIC easier text to introduce Literature. Language interspersed to focus on writing skills too. ACC leads direct link to Year 9 and same time of year studied. DRJMH more challenging text to build on context of ACC from Year 9 and Literature skills from AIC.</p>		<p><b>Rationale for Sequencing:</b> Poetry studied as a progression from Year 9- full anthology. Poetic/ linguistic devices to be emulated from poetry in own writing. Again, Language and Literature interleaved/ always building skills/ knowledge alongside and revisited at a later date. Study of full courses in Year 10, just revisited in Y11.</p>		<p><b>Rationale for Sequencing:</b> Knowledge of plot and key scenes in R&amp;J built on in full text. Heavy content/ understanding of Literature required so studied at end of year. Spoken Language taught alongside Language Paper 2 to enhance skills in presenting a viewpoint. Language and Literature taught alongside one another and all knowledge revisited before Mocks.</p>	
<p><b>Key Knowledge:</b> Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms. Plot, themes, characters, context of both texts. How to plan/ analyse and use key acronyms.</p>	<p><b>Key Skills:</b> Read critically and with understanding, evaluating ideas. Write accurately, effectively and analytically using SE. LIT AO1: Respond to texts. AO2: Analyse the language, form and structure to create meanings and effects. AO3: Show understanding of the relationships between texts and contexts. AO4: Use vocabulary and sentence structures for effect with accurate spelling and punctuation.</p>	<p><b>Key Knowledge:</b> Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading and writing.</p>	<p><b>Key Skills:</b> Write effectively using grammar correctly, punctuating and spelling accurately. LANG AO1: interpret explicit and implicit information and synthesise evidence from different texts. AO2: Explain and analyse how writers use language and structure to achieve effects. AO3: Compare writers' ideas and perspectives. AO4: Evaluate texts critically AO5: Communicate clearly, effectively and imaginatively. AO6: Write with accuracy. LIT AO1-4.</p>	<p><b>Key Knowledge:</b> Plot, themes, characters, context of both texts. How to plan/ analyse and use key acronyms. Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms.</p>	<p><b>Key Skills:</b> Listen to and understand spoken language, and use spoken Standard English effectively. LANG AO1-6. LIT AO1-4.</p>
<p><b>Revisited:</b> Revision of Language Paper 2 writing end of Year 10 for Mocks and Year 11. Revision of DRJMH/ ACC for Mocks Year 10. Revision of AIC in Year 11.</p>		<p><b>Revisited:</b> Revision of Language Paper 1 end of Year 10 for Mocks and Year 11. Revision of Poetry in Year 11.</p>		<p><b>Revisited:</b> Revision of R&amp;J and Language Paper 2 for Mocks and in Year 11.</p>	
<p><b>SMSC/Links to other curriculum areas:</b> Free will/ determinism, human nature, immortality, rule of law, democracy, society, responsibility. <b>Numeracy:</b> Statistics, Act/ Scene numbers, plot, theme graphs.</p>		<p><b>SMSC/ Links to other curriculum areas:</b> Social responsibility, rule of law, morality, different types of relationships, cultural context. <b>Numeracy:</b> rhythm, rhyme, syllable count, distances in journey writing.</p>		<p><b>SMSC/ Links to other curriculum areas:</b> Societal differences in Elizabethan times, class, status, relationships- RSE, Italian culture. <b>Numeracy:</b> Acts, scenes, line no's, rhythm, rhyme, rhetorical devices.</p>	

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