

# ENGLISH LITERATURE YEAR 10

## CURRICULUM INTENT

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of English Literature and develop students into confident and critical readers and writers. Units of work at KS4 build on the skills developed during KS3 to enable students to be fluent communicators. Exploring the role of the writer and the context in which texts are produced will help students to navigate the diverse world we inhabit, making informed choices about the world and its issues and enabling them to develop an understanding of complex social and emotional issues including social responsibility, differences in class and ideas about types of conflict. The study of Literature will help students to realise that all texts are crafted and that a writer communicates their own ideas in a text meaning that they are better able to make informed judgements of all texts they encounter in real life, including news articles and other information texts.

	<b>PRIOR LEARNING</b>	<b>Students are introduced to threshold concepts (1-7) in Ks3. Units of work at Ks3 aim to introduce analytical and evaluative reading skills through an exploration of non-fiction, rhetoric, prose, plays and poetry.</b>
	<b>PERSONAL DEVELOPMENT &amp; CURRICULUM LINKS</b>	Their study of historical contexts across both 'An Inspector Calls' and 'Power and Conflict' poetry has links with elements of their history studies. »Their study of playwriting, and the form and structure of the play 'An Inspector Calls', as well as elements of stagecraft, has links with studies completed in performing arts. English Literature requires the ability to consider a range of moral, ethical, cultural and social issues, and their study of a range of topics within PRE will enable them to debate and explore these sensitively.
	<b>EXTRA-CURRICULAR &amp; CULTURAL CAPITAL</b>	Possibility for theatre trips/live screenings of productions if these are available.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
T O PI C/ K N O W L E D G E	<b>AN INSPECTOR CALLS</b> <b>All students will know:</b> The plot and characters of 'An Inspector Calls', including key themes and contextual information. Students will know how Priestley uses language and structure to construct characters and plot, and will be able to analyse the effect of these on the reader. They will be able to identify the different ways that Priestley conveys his message to the reader and will consider the wider social and cultural impact of the text. They will build on their knowledge of form, language and structure from KS3 to help them form personal responses to the text that they can support with evidence from the text and detailed analysis.	<b>AN INSPECTOR CALLS</b> <b>All students will know:</b> The themes of 'An Inspector Calls' and how to answer an exam question on the text. Students will know how to analyse the choices made by Priestley to construct characters and plot, and will be able to use critical verbs to explore the effect of these on the reader. They will be able to consider the wider social and cultural impact of the text and comment on how these influenced Priestley and his writing.	<b>POETRY ANTHOLOGY - POWER</b> <b>All students will know:</b> Four poems taken from the AQA Power and Conflict Anthology that focus on the themes of power of nature and power of man. They will build their knowledge of content, authorial information and key ideas. They will also know poetic terminology and how to establish a writer's meaning. Students will begin to make links across poems and make relevant comparisons. During this half term, students will be introduced to some unseen poetry. Students will explore key contextual information for the poems and how these have influenced their production and reception. They will be able to make their own interpretations and discuss ideas that they can justify and support with evidence.	<b>A CHRISTMAS CAROL</b> <b>All students will know:</b> The plot and characters of 'A Christmas Carol', including key themes and contextual information. Students will know how Dickens uses language and structure to construct characters and plot, and will be able to analyse the effect of these on the reader. They will be able to identify the different ways that Dickens conveys his message to the reader and will consider the wider social and cultural impact of the text. They will build on their knowledge of form, language and structure from KS3 to help them form personal responses to the text that they can support with evidence from the text and detailed analysis.	<b>A CHRISTMAS CAROL</b> <b>All students will know:</b> The plot and characters of 'A Christmas Carol', including key themes and contextual information. Students will know how Dickens uses language and structure to construct characters and plot, and will be able to analyse the effect of these on the reader. They will be able to identify the different ways that Dickens conveys his messages to the reader and will consider the wider social and cultural impact of the text. They will build on their knowledge of form, language and structure from KS3 to help them form personal responses to the text that they can support with evidence from the text and detailed analysis.	<b>POETRY ANTHOLOGY - CONFLICT</b> <b>All students will know:</b> Six poems taken from the AQA Power and Conflict Anthology that focus on the themes of conflict. They will build their knowledge of content, authorial information and key ideas. They will also know poetic terminology and how to establish a writer's meaning. Students will begin to make links across poems and make relevant comparisons. Students will explore key contextual information for the poems and how these have influenced their production and reception. They will be able to make their own interpretations and discuss ideas that they can justify and support with evidence.
SK IL LS	-Write accurately, effectively and analytically. -Acquire and use a wide vocabulary. -Comment on the relationship between texts, and consider themes and context.	-Write accurately, effectively and analytically. -Acquire and use a wide vocabulary. -Comment on the relationship between texts, and consider themes and context.	-Literal and inferential comprehension. -Critical reading. -Evaluation of a writer's choice of vocabulary. -Comparison of texts.	-Write accurately, effectively and analytically. -Acquire and use a wide vocabulary. -Comment on the relationship between texts, and consider themes and context.	-Write accurately, effectively and analytically. -Acquire and use a wide vocabulary. -Comment on the relationship between texts, and consider themes and context.	-Literal and inferential comprehension. -Critical reading. -Evaluation of a writer's choice of vocabulary. -Comparison of texts.
AS SE SS M E N T	In class assessments including whole class feedback, retrieval and knowledge quizzes, self and peer assessment and verbal feedback.	Students to complete a formal assessment on the play, that focuses on a character.	Students will complete an assessment comparing two poems	In class assessments including whole class feedback, retrieval and knowledge quizzes, self and peer assessment and verbal feedback.	In class assessments including whole class feedback, retrieval and knowledge quizzes, self and peer assessment and verbal feedback.	Students will sit mock examinations where they will be assessed on all Literature texts studied this year.
V O C A B U L A R Y	Act, stage direction, character, dialogue, dramatic irony, cliffhanger, omniscient, generation, Context, Edwardian, socialism, capitalism, tension, symbolism, responsibility, gender, division and privilege.	Act, Stage Direction, Character, Dialogue, Dramatic Irony, cliffhanger, omniscient, generation, context, Edwardian, tension. Alderman, socialist, capitalist, responsibility, prosperous, portentous, provincial, port, dandy, scaremonger, squiffy, officious, impertinent, vindictive, notorious, rogue, sot, anguish, infirmity, privilege, poverty.	Poem, stanza, rhyme, alliteration, simile, image, imagery, metaphor, sibilance, enjambment, power, tyranny, corruption and exploitation.	Characterisation, structure, plot, imagery, motif, metaphor, symbolism, redemption, benevolence, charity, humanity, empathy and welfare.	Characterisation, structure, plot, imagery, motif, metaphor, symbolism, redemption, benevolence, charity, humanity, empathy and welfare.	Poem, stanza, rhyme, alliteration, simile, image, imagery, metaphor, sibilance, enjambment, conflict, internal, external, soldiers, experience and guilt.

### READING SKILLS

- Inference
- Information retrieval
- Judicious selection of evidence
- Reading non-fiction texts for meaning
- Critical analysis
- Comparison

### CAREER LINKS

Journalism, Law, Medicine, Law Enforcement, Education, Digital.

### SUPPORTING STUDENTS AT HOME

BBC Bitesize includes relevant information on all English Literature texts ([www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)), students have hard copies of An Inspector Calls, A Christmas Carol and poetry anthology and should be encouraged to read these at home, as well as reading wider fiction texts. Digital Theatre access is available from the school to allow students to watch productions and performances of texts online.

# ENGLISH LITERATURE YEAR 11

## CURRICULUM INTENT

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of English Literature and develop students into confident and critical readers and writers. Units of work at KS4 build on the skills developed during KS3 to enable students to be fluent communicators. Exploring the role of the writer and the context in which texts are produced will help students to navigate the diverse world we inhabit, making informed choices about the world and its issues and enabling them to develop an understanding of complex social and emotional issues including social responsibility, differences in class and ideas about the impact of power. The study of literature will help students to realise that all texts are crafted and that a writer communicates their own ideas in a text meaning that they are better able to make informed judgements of all texts they encounter in real life, including news articles and other information texts. Revision of texts studied in year 10 will ensure that students are prepared for examinations.

	<b>PRIOR LEARNING</b>	<b>Students are introduced to threshold concepts (1-7) in Ks3. Units of work at Ks3 aim to introduce analytical and evaluative reading skills through an exploration of non-fiction, rhetoric, prose, plays and poetry.</b>
	<b>PERSONAL DEVELOPMENT &amp; CURRICULUM LINKS</b>	Their study of historical contexts across both 'Macbeth' and 'Power and Conflict' poetry has links with elements of their history studies. » Their study of playwriting, and the form and structure of 'Macbeth', as well as elements of stagecraft, has links with studies completed in performing arts. English Literature requires the ability to consider a range of moral, ethical, cultural and social issues, and their study of a range of topics within PRE will enable them to debate and explore these sensitively.
	<b>EXTRA-CURRICULAR &amp; CULTURAL CAPITAL</b>	Possibility for theatre trips/live screenings of these productions if they are available.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER
<b>TO PIC /K NO WL ED GE</b>	<b>MACBETH</b> <b>All students will know:</b> The plot and characters of 'Macbeth', including key themes and contextual information. Students will know how Shakespeare uses language, dramatic devices, and structure to construct characters and plot, and will be able to analyse the effect of these on the reader. They will be able to identify the different ways that Shakespeare conveys his messages to the reader and will consider the wider social and cultural impact of the text. They will build on their knowledge of form, language and structure from KS3 and year 10 to help them form personal responses to the text that they can support with evidence from the text and detailed analysis.	<b>MACBETH</b> <b>All students will know:</b> The plot and characters of 'Macbeth', including key themes and contextual information. Students will know how Shakespeare uses language, dramatic devices, and structure to construct characters and plot, and will be able to analyse the effect of these on the reader. They will be able to identify the different ways that Shakespeare conveys his message to the reader and will consider the wider social and cultural impact of the text. They will build on their knowledge of form, language and structure from KS3 and year 10 to help them form personal responses to the text that they can support with evidence from the text and detailed analysis.	<b>POETRY ANTHOLOGY</b> <b>All students will know:</b> Five poems taken from the AQA Power and Conflict Anthology that focus on the themes of power and conflict including the power of identity, and methods of power and control. They will build their knowledge of content, authorial information and key ideas. They will also know poetic terminology and how to establish a writer's meaning. Students will begin to make links across poems and make relevant comparisons. Students will explore key contextual information for the poems and how these have influenced their production and reception. They will be able to make their own interpretations and discuss ideas that they can justify and support with evidence.	<b>UNSEEN POETRY AND REPEATED PRACTICE</b> <b>All students will know:</b> How to form personal responses to texts, making informed interpretations that they can support with relevant textual evidence. They will know how writers create meaning, and how they use language, form and structure to fulfil their intentions. Students will know how to express themselves in a critical way, making inferences from the text and considering how social, cultural, political and historical influences helped to shape the writers, the texts and the audience reaction.	<b>REVISION OF ALL TEXTS</b> <b>All students will know:</b> How to form personal responses to texts, making informed interpretations that they can support with relevant textual evidence. They will know how writers create meaning, and how they use language, form and structure to fulfil their intentions. Students will know how to express themselves in a critical way, making inferences from the text and considering how social, cultural, political and historical influences helped to shape the writers, the texts and the audience reaction.
<b>SKI LLS</b>	-Write accurately, effectively and analytically. -Acquire and use a wide vocabulary. -Comment on the relationship between texts, and consider themes and context.	-Write accurately, effectively and analytically. -Acquire and use a wide vocabulary. -Comment on the relationship between texts, and consider themes and context.	-Literal and inferential comprehension. -Critical reading. -Evaluation of a writer's choice of vocabulary. -Comparison of texts.	-Literal and inferential comprehension. -Critical reading. -Evaluation of a writer's choice of vocabulary. -Comparison of texts.	-Write accurately, effectively and analytically. -Acquire and use a wide vocabulary. -Comment on the relationship between texts, and consider themes and context.
<b>AS SE SS ME NT</b>	In class assessments including whole class feedback, retrieval and knowledge quizzes, self and peer assessment and verbal feedback.	Students will complete a formal assessment covering A Christmas Carol and Macbeth in November.	In class assessments including whole class feedback, retrieval and knowledge quizzes, self and peer assessment and verbal feedback.	In class assessments including whole class feedback, retrieval and knowledge quizzes, self and peer assessment and verbal feedback.	GCSE examinations will start in May.
<b>VO CA B</b>	Characterisation, structure, plot, imagery, motif, metaphor, symbolism, ambition, tragedy, heroism, manipulation and tyranny.	Characterisation, structure, plot, imagery, motif, metaphor, symbolism, ambition, tragedy, heroism, manipulation and tyranny.	Poem, stanza, rhyme, alliteration, simile, image, imagery, metaphor, sibilance, enjambment, power, tyranny, corruption and exploitation.	Highlights, Suggests, Implies, Portrays, Conveys, Demonstrates, Emphasises, Exaggerates, Exposes, Reveals, Symbolises, Represents, Indicates, Challenges, Illustrates, Hints, Signifies and Displays.	Highlights, Suggests, Implies, Portrays, Conveys, Demonstrates, Emphasises, Exaggerates, Exposes, Reveals, Symbolises, Represents, Indicates, Challenges, Illustrates, Hints, Signifies and Displays.

### READING SKILLS

- Reading fiction and non-fiction for meaning
- Inference
- Judicious selection of evidence
- Critical analysis
- Critical comparison

### CAREER LINKS

Journalism, Law, Medicine, Law Enforcement, Education, Digital.

### SUPPORTING STUDENTS AT HOME

Students have hard copies of the plays, the novel and anthology, and should be encouraged to read these at home, as well as reading wider fiction texts.

Versions of An Inspector Calls and A Christmas Carol are available on Youtube also.

ERA access is available from the school to allow students to watch productions and performances of texts online.

» BBC bitesize includes relevant information on all English Literature text [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)