

English Year 10	Curriculum Intent: In year 10 students will study the majority of the GCSE Language and Literature content. They will study five units: the 19 th century text, A Christmas Carol, the Shakespeare play, Romeo and Juliet, the Modern text: An Inspector Calls and GCSE Language Paper 1 and 2. They will focus on events that altered history and society and how these are represented in the literature of these times. Contextual knowledge will be interleaved with key information relevant to each text, such as themes and characters, alongside a study of knowledge which is transferable and relevant for learning across the GCSE specifications of Language and Literature such as the writer's methods, intentions, features of genres and impact on audience. Spaced learning will occur through a cycle of lessons focusing on the four key areas of fiction, non-fiction, writing and poetry, linked thematically to the overarching text studied in that unit. Students will make links between these areas to develop their understanding of writers' methods and how a writer creates meaning. A range of skills will be developed throughout each unit with repeated practice. Each assessment will be used to inform future learning in the next unit, allowing teachers to focus on skills which may need more practice.																				
	Term 1				Term 2				Term 3												
Main Text	GCSE Language Paper 1 Exploration in Creative Fiction		19 th Century Text – A <i>Christmas Carol</i> by Charles Dickens		Shakespeare – <i>Romeo and Juliet</i>				GCSE Language Paper 2 Viewpoints and perspectives		Modern Text - <i>An Inspector Calls</i> by J.B Priestley										
Knowledge	To include: Comprehension, language, structure and purpose analysis, evaluation, writing to describe/creating a narrative.				To include: characters, plot, themes, structure, context stagecraft and writer's methods.				To include: comprehension, characters, plot, themes, structure, context, stagecraft and writer's methods.												
Interleaved Units	Unseen non-fiction	Unseen fiction	Fortnightly writing challenge	Unseen Poetry	Unseen non-fiction	Unseen fiction	Fortnightly writing challenge	Unseen Poetry	Unseen non-fiction	Unseen fiction	Fortnightly writing challenge	Poetry comparison - challenge									
Understanding	P1: Students will build on the foundation of prior understanding of fictional texts by making links between language, structure and writer's intention and will explore how they create meaning and impact. They will further develop understanding by experimenting with those methods in their own writing.			ACC: Through the overarching context of social criticism, prejudice and the supernatural links will be made between texts and writers' 'big ideas'. There will be a clear focus on developing an understanding of how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing.			Through the overarching context of Shakespeare's Elizabethan Tragedy links will be made between texts and writers' 'big ideas' on love, hate, fate and the changing world. There will be a clear focus on developing an understanding of stagecraft and how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing.			P2: Students will build on the foundation of prior understanding of non-fiction texts by making links between language, structure and writer's intention and will explore how they create meaning and impact. They will further develop understanding by experimenting with those methods in their own writing.			AIC: Through the overarching context of the class system, gender and exploitation links will be made between texts and writers' 'big ideas'. There will be a clear focus on developing an understanding of stagecraft and how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing.								
Skills	Structure and coherence	Spelling, punctuation and grammar	Applying context	Using evidence	Analysing technique	Awareness of impact	Listening, discussing and presenting	Structure and coherence	Spelling, punctuation and grammar	Applying context	Using evidence	Analysing technique	Awareness of impact	Listening, discussing and presenting	Structure and coherence	Spelling, punctuation and grammar	Applying context	Using evidence	Analysing technique	Awareness of impact	Listening, discussing and presenting
Assessment	Language Paper 1 Specimen 2 How does Dickens present Scrooge as an outsider? Specimen 1				How does Shakespeare present Lord Capulet as a good father? Specimen 1				Spoken Language assessment. AIC Specimen 1 End of Year 10 Exams: Language Paper 2 June 2018; Literature paper 1 June 2018												