

Year 10 Curriculum Overview [2022-2023]

Subject – English

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1 & HT2	<p>Clear understanding of a range of unseen 19th century fiction texts (Language Paper 1)</p> <p>Write for Impact-week long intensive focus</p> <p>Clear understanding of a modern play 'An Inspector Calls'</p> <p>Clear understanding of a selection of poetry from GCSE 'Power and Conflict'- Exposure/Poppies/Bayonet Charge</p> <p>Clear understanding of a range of non-fiction texts (Language Paper 2)</p>	<ul style="list-style-type: none"> • Understand writers' methods • Inference • Analysis of language • Analysis of structure <p>•Consider how their writing reflects the audiences and purposes for which it was intended</p> <p>•Organise material effectively</p> <p>•Consider how their writing reflects the audiences and purposes for which it was intended</p> <p>•Draw on their knowledge of literary and rhetorical devices from their reading</p> <ul style="list-style-type: none"> • Understanding of writers' methods & dramatic devices • Social & historical context of the play [interleaved] • Plot of the play • Characters within the play • Key themes throughout the play <ul style="list-style-type: none"> • Understanding of the writers' ideas • Identification of Form • Understanding of the writers' methods including structure • Social and historical context of the poems <p>•Read increasingly challenging material independently</p> <p>•Identification of purpose, audience and form</p> <p>•Summarise the writer's ideas and perspectives</p> <p>•Identification and analysis of rhetorical devices</p>	<ul style="list-style-type: none"> • Vocabulary homework • Planning strategies for Section A, Paper 1 and Section B, Paper 1 • Plot/character/themes and social and historical retrieval • Retrieval quizzes 	<ul style="list-style-type: none"> • Reciprocal reading • Teacher reading aloud • Vocabulary choice (including focus on tier 2 vocabulary) • Technical accuracy • Plan, draft, edit and proof-read • Spoken English (oracy) opportunities for group participation in formal debate and structured discussions, summarising and/or building on what has been said 	<ul style="list-style-type: none"> • Writing for different audiences • Working with others • Oracy • Creative thinking • Independent thinking skills • Tolerance • Time management 	<p>In class summative assessment: Language Paper 1 Section A & B(HT1)</p> <p>In class 'walk through' assessment: Language Paper 1, Section B (HT2)</p>

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Spring Term	Knowledge & Understanding			Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT3 & HT4 All composites and components interleaved throughout	Clear understanding of a pre-1914 novel 'A Christmas Carol'	<ul style="list-style-type: none"> • Understanding of writers' methods • Social & historical context of the novel [interleaved] • Plot of the novel • Characters within the novel • Key themes through the novel 	<ul style="list-style-type: none"> • Chapter/Stave/ retrieval quizzes 	<ul style="list-style-type: none"> • Reciprocal Reading • Teacher reading aloud 	<ul style="list-style-type: none"> • Writing for different audiences 	Literature Paper 1 Section B (A Christmas Carol) Language Paper 2 Section B (Transactional) Formative
	Clear understanding of a range of non-fiction texts	<ul style="list-style-type: none"> • Read increasingly challenging material independently • Identification of purpose, audience and form • Summarise the writer's ideas and perspectives • Identification and analysis of rhetorical devices 	<ul style="list-style-type: none"> • ACC vocabulary homework 	<ul style="list-style-type: none"> • Vocabulary choice (including focus on tier 2 vocabulary) • Technical accuracy 	<ul style="list-style-type: none"> • Working with others • Oracy 	
	Clear understanding of 'My Last Duchess' from the GCSE 'Power and Conflict' anthology	<ul style="list-style-type: none"> • Understanding of the writers' ideas • Identification of Form • Understanding of the writers' methods including structure • Social and historical context of the poem 	<ul style="list-style-type: none"> • Tier 2 vocabulary and keyword definitions 	<ul style="list-style-type: none"> • Creative Writing • Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said 	<ul style="list-style-type: none"> • Creative thinking • Creativity • Independent thinking skills 	
	Write for Impact (week- long intensive focus)	<ul style="list-style-type: none"> • Consider how their writing reflects the audiences and purposes for which it was intended • Organise material effectively • Draw on their knowledge of literary and rhetorical devices from their reading 	<ul style="list-style-type: none"> • Poetry retrieval quizzes 	<ul style="list-style-type: none"> • Plan, draft, edit and proof-read 	<ul style="list-style-type: none"> • Tolerance • Time management 	

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Summer Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT5 & HT6 All composites	Clear understanding of Shakespeare's 'Romeo and Juliet' Act 1 -3	<ul style="list-style-type: none"> Understanding of writers' methods Social & historical context of the play [interleaved] Plot of the play Characters within the play Key themes throughout the play 	<ul style="list-style-type: none"> ACC/R&J/AIC/ Power & Conflict retrieval quizzes Key words and terminology 	<ul style="list-style-type: none"> Teacher reading aloud Reciprocal reading Vocabulary choice (including focus on tier 2 vocabulary) Technical accuracy Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said Plan, draft, edit and proof-read 	<ul style="list-style-type: none"> Writing for different audiences Working with others Oracy Creative thinking Independent thinking skills Tolerance Time management 	English Language Paper 1 and Paper 2 Mock Examination Literature Paper 1 Section B Literature Paper 2
	Write for impact	<ul style="list-style-type: none"> Consider how their writing reflects the audiences and purposes for which it was intended Organise material effectively Draw on their knowledge of literary and rhetorical devices from their reading Listening to enhance the impact of their writing 				GCSE Spoken Language Endorsement
	Prepare and deliver a formal speech	<ul style="list-style-type: none"> Listen to a selection of speeches and identify the features of a successful speech Draw on their knowledge of rhetorical devices from their reading and analysis of speeches Research a chosen topic and gather appropriate ideas and information Organise and structure material effectively Deliver a formal speech using appropriate language and rhetorical devices in front of a small audience 				

	Clear understanding of selected Power and Conflict poetry	<ul style="list-style-type: none">• Understanding of the writers' ideas• Identification of Form• Understanding of the writers' methods including structure• Social and historical context of the poem				
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