

## Year 10 Curriculum Overview [2021-2022]

### Subject – English

Autumn 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]			
	Clear understanding of a pre-1914 novel 'A Christmas Carol'	<ul style="list-style-type: none"> <li>Understanding of writers' methods</li> <li>Social &amp; historical context of the novel [interleaved]</li> <li>Plot of the novel</li> <li>Characters within the novel</li> <li>Key themes through the novel</li> </ul>	<ul style="list-style-type: none"> <li>A3 'A Christmas Carol' retrieval grid</li> <li>A3 'Romeo and Juliet' retrieval grid</li> <li>Chapter/Stage/ Act&amp; scene retrieval quizzes</li> <li>Tier 2 vocabulary (knowledge organiser)</li> <li>Poetry retrieval quizzes</li> <li>Keyword definitions</li> </ul>	<ul style="list-style-type: none"> <li>Teacher reading aloud</li> <li>Vocabulary choice (including focus on tier 2 vocabulary)</li> <li>SPaG</li> <li>Creative Writing</li> <li>Spelling lists</li> <li>Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said</li> <li>Plan, draft, edit and proof-read</li> </ul>	<ul style="list-style-type: none"> <li>Writing for different audiences</li> <li>Working with others</li> <li>Oracy</li> <li>Creative thinking</li> <li>Creativity</li> <li>Independent thinking skills</li> <li>Tolerance</li> <li>Time management</li> </ul>	Language Paper 1 Section A & Section B
	Clear understanding of Shakespeare's 'Romeo and Juliet'	<ul style="list-style-type: none"> <li>Understanding of writers' methods</li> <li>Social &amp; historical context of the play [interleaved]</li> <li>Plot of the play</li> <li>Characters within the play</li> <li>Key themes throughout the play</li> </ul>				
	Clear understanding of a range of non-fiction texts	<ul style="list-style-type: none"> <li>Read increasingly challenging material independently</li> <li>Identification of purpose, audience and form</li> <li>Summarise the writer's ideas and perspectives</li> <li>Identification and analysis of rhetorical devices</li> </ul>				
	Clear understanding of a post-1914 text	<ul style="list-style-type: none"> <li>Context of the extract within the text</li> <li>Understanding of the writer's methods</li> <li>Key themes within the extract</li> <li>transferring and embedding reading skills, subject content and breadth and depth</li> </ul>				
	Clear understanding of a selection of poetry from GCSE 'Power and Conflict'	<ul style="list-style-type: none"> <li>Understanding of the writers' ideas</li> <li>Identification of Form</li> <li>Understanding of the writers' methods including structure</li> <li>Social and historical context of the poems</li> </ul>				
	Write imaginatively for pleasure	<ul style="list-style-type: none"> <li>Consider how their writing reflects the audiences and purposes for which it was intended</li> <li>Organise material effectively</li> <li>Draw on their knowledge of literary and rhetorical devices from their reading</li> <li>Listening to enhance the impact of their writing</li> </ul>				

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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]			
	Clear understanding of a modern play 'An Inspector Calls'	<ul style="list-style-type: none"> <li>Understanding of writers' methods &amp; dramatic devices</li> <li>Social &amp; historical context of the play [interleaved]</li> <li>Plot of the play</li> <li>Characters within the play</li> <li>Key themes throughout the play</li> </ul>	<ul style="list-style-type: none"> <li>A3 'An Inspector Calls' retrieval grid</li> <li>Plot/character/themes and social and historical retrieval</li> <li>Tier 2 vocabulary (knowledge organiser)</li> <li>Poetry retrieval quizzes</li> <li>One sheet revision</li> </ul>	<ul style="list-style-type: none"> <li>Teacher reading aloud</li> <li>Vocabulary tasks and lessons (including focus on tier 2 vocabulary)</li> <li>SPaG</li> <li>Creative writing</li> <li>Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said</li> <li>Spelling lists</li> <li>Plan, draft, edit and proof-read</li> </ul>	<ul style="list-style-type: none"> <li>Writing for different audiences</li> <li>Working with others</li> <li>Oracy</li> <li>Creative thinking</li> <li>Creativity</li> <li>Independent thinking skills</li> <li>Tolerance</li> <li>Time management</li> </ul>	Literature Paper 2
	Clear understanding of a selection of poetry from GCSE 'Power and Conflict'	<ul style="list-style-type: none"> <li>Understanding of the writers' ideas</li> <li>Identification of Form</li> <li>Understanding of the writers' methods including structure</li> <li>Social and historical context of the poems</li> </ul>				
	Clear understanding of a range of non-fiction texts	<ul style="list-style-type: none"> <li>Read increasingly challenging material independently</li> <li>Identification of purpose, audience and form</li> <li>Summarise the writer's ideas and perspectives</li> <li>Identification and analysis of rhetorical devices</li> </ul>				
	Write imaginatively for pleasure	<ul style="list-style-type: none"> <li>Consider how their writing reflects the audiences and purposes for which it was intended</li> <li>Organise material effectively</li> <li>Draw on their knowledge of literary and rhetorical devices from their reading</li> <li>Listening to enhance the impact of their writing</li> </ul>				

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### Subject – English

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]			
	Clear understanding of a range of non-fiction texts	<ul style="list-style-type: none"> <li>• Read increasingly challenging material independently</li> <li>• Identification of purpose, audience and form</li> <li>• Summarise the writer's ideas and perspectives</li> <li>• Identification and analysis of rhetorical devices</li> </ul>	ACC/R&J/AIC/P ower and conflict poetry retrieval quizzes	<ul style="list-style-type: none"> <li>• Teacher reading aloud</li> <li>• Vocabulary choice (including focus on tier 2 vocabulary)</li> <li>• SPaG/Creative writing</li> <li>• Spelling lists</li> <li>• Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said</li> <li>• Plan, draft, edit and proof-read</li> </ul>	<ul style="list-style-type: none"> <li>• Writing for different audiences</li> <li>• Working with others</li> <li>• Oracy</li> <li>• Creative thinking</li> <li>• Creativity</li> <li>• Independent thinking skills</li> <li>• Tolerance</li> <li>• Time management</li> </ul>	Language Mock
	Write imaginatively for pleasure	<ul style="list-style-type: none"> <li>• Consider how their writing reflects the audiences and purposes for which it was intended</li> <li>• Organise material effectively</li> <li>• Draw on their knowledge of literary and rhetorical devices from their reading</li> <li>• Listening to enhance the impact of their writing</li> </ul>				
	Prepare and deliver a formal speech	<ul style="list-style-type: none"> <li>• Listen to a selection of speeches and identify the features of a successful speech</li> <li>• Draw on their knowledge of rhetorical devices from their reading and analysis of speeches</li> <li>• Research a chosen topic and gather appropriate ideas and information</li> <li>• Organise and structure material effectively</li> <li>• Deliver a formal speech using appropriate language and rhetorical devices in front of a small audience</li> </ul>	<ul style="list-style-type: none"> <li>• Key words and terminology</li> </ul>			

GCSE  
Spoken Language  
Endorsement