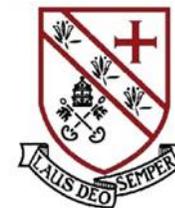


Curriculum Overview

Year 10 – English 2020-2021



Rationale for Year 10 English

Year 10 is a pivotal year in English as students begin their GCSE journey in earnest. We aim to cover all of the texts in the English Literature (Edexcel) specification at GCSE during the course of the year. The curriculum balances learning and enjoyment of the key literary texts with developing deep knowledge, in addition to practising and applying examination technique and skills. We aim to continue a love of reading to provide the best life opportunities for our children, engendering a life-long love of English Literature. Students will study a range of literary texts, covering the key genres of prose, poetry, drama and their relevant contexts. Alongside studying the literary texts, students will develop their reading skills of comprehension, analysis, comparison and writing, helping to prepare them for the GCSE English Language specification studied in Year 11. Studying the English Literature 9-1 qualification aims to ensure that students read a wide range of classic literature fluently and with good understanding, making connections and comparisons across their reading. Our curriculum ensures that whole texts are read in depth, critically and evaluatively, so that students are able to discuss and explain their understanding and ideas. The range of texts studied allows students to appreciate the depth and power of the English literary heritage whilst also writing accurately, effectively and analytically about their reading, using Standard English. The text choices and lessons ensure that students acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse the literary texts they study.

What will students learn and why?

Initially, students will study J B Priestley's iconic 'An Inspector Calls' as part of the post-1914 Literature section of the GCSE English Literature Paper 1 examination. During their studies of the play, students will also practise non-fiction, imaginative writing and spoken language skills, in addition to analysing the play itself, its key themes, characters and contexts. This text comprises 25% of the overall English Literature GCSE. Within their studies of context, students will explore post-war social, political and emotional contexts, including socialism and capitalism. As a historical drama, students will also consider the significance of the pre WW1 setting, and the post WW2 publication. Finally, they will learn how to structure and write an effective essay responding to the whole play based on regular practice questions. Students will subsequently study Shakespeare's play 'Macbeth' – also worth 25% of the English Literature GCSE. Studying this famous Tragedy builds students' knowledge of the genre, in addition to exploring Jacobean contexts such as witchcraft, attitudes to gender, theological beliefs and the Divine Right of Kings: engaging aspects of historical, social, political and religious relevance. Studying characters, themes and plot allows students to immerse themselves in this timeless genre. We cover the play in its entirety, teaching students how to analyse language, form and structure in the play, in addition to responding to whole-text questions, including contextual analysis. During the unit, students are expected to memorise and use key quotations from the play, using in-class teaching and knowledge organisers, on which they are regularly tested. Relevant vocabulary is also built and tested with regular low-stakes quizzes. Regular practice questions allow students to revise their learning and knowledge, helping to build their confidence in the examinations and consolidate learning into students' long-term memories. Fortnightly mastery lessons also ensure that students continue to practise their crucial writing skills. Once they have completed their study of 'Macbeth,' students will have studied both texts that comprise the English Literature Paper 1 examination – 50% of their overall grade. Additionally, students' familiarity with 19th Century writers, built from Years 7 onwards, is further consolidated through their study of RL Stevenson's 'The Strange Case of Dr. Jekyll and Mr Hyde.' This text is part of the English Literature Paper 2 examination and is worth 25% of the whole examination. During their studies of this pinnacle 19th Century text, students will revise their understanding of relevant Victorian contexts, including the text's origins, the Industrial Revolution, social anxieties, scientific and theological conflicts and Victorian London. This fascinating novella allows students an insight into the genre of the Gothic, mystery and horror, and early detective fiction. In addition to exploring characterisation, themes, narrative structures and contexts, students learn how to analyse language, form and structure through regular

analysis and evaluation of extracts. Through reading the text in its entirety, students learn to construct an essay, responding to whole-text questions which help them to build their skills for the examination. Alongside these studies, students continue to sit fortnightly practice questions and writing lessons.

Finally, students study 15 poems from the Edexcel Conflict Poetry Anthology. This comprises the second half of the English Literature Paper 2 examination, and covers a range of poems from varying contexts, connected by a common theme. Students will learn to understand the narrative of each poem, in addition to its contexts, language and structural features. Poetic devices are examined and explored in detail. Key quotations are taught and memorised through regular testing and application of a bespoke knowledge organiser. Students are also taught to compare the poems and to write about them comparatively in essay format. In addition, students are introduced to a range of 'Unseen' poems to help prepare them for the final section of the English Literature Paper 2 examination, whereby students have to respond to two 'Unseen' poems and compare them through theme, language and structure. This final section of the curriculum comprises the final 25% of the English Literature qualification.

How will students learn?

Students will develop a deeper understanding of topics by interleaving skills and providing more time to explore and digest the content of each unit. As each literary text (unit) is covered in explicit detail over two terms, students will have the time to properly digest all components of the texts, allowing for a deep and rich learning and expansion of knowledge. Through their studies of the texts, students will be exposed to high standards of literature to model and inspire their own writing. Throughout the academic year, students will have the opportunity to read and write poetry, plays and prose. Writing is taught explicitly every fortnight to enhance their crucial writing skills, with tasks linked to the literary texts.

A key part of every student's learning journey in English is through knowledge organisers. Knowledge organisers are provided for every assessed topic as a revision resource of the minimum required knowledge and students are tested on this in class. Teaching techniques such as retrieval, modelling and elaboration will be used to improve the understanding and encoding of information into the long-term memory. Low stakes testing in the form of vocabulary tests are used every term to expand their vocabulary and improve their confidence.

How will students be assessed?

Students are formally assessed at the end of each unit, graded against the GCSE mark scheme. Students will also sit regular practice questions; teachers will provide whole-class feedback on each of these assessments rather than formative marks and grades to build students' confidence with exam-style questions. At the beginning of the unit, teachers will provide directed support towards these practice questions, culminating in an entirely unseen formative assessment at the end of the unit of study. Regular testing comprises a diagnostic task to enable the class teacher to understand the prior knowledge or potential gaps in their learning and plan accordingly. Teachers will always remind students of the requirements of the examination through assessment preparation lessons. Assessment for learning lessons are a crucial component of the English curriculum and teachers spend substantial dedicated time to deliver quality feedback to the class to enable them to progress. Students will benefit from the experience of self and peer assessment each term.

What is the aim for learners by the end of the year in comparison to the previous year?

Students will study all of the English Literature texts in Year 10, ensuring that Year 11 is focused on interleaving the English Language curriculum with English Literature revision, fortnightly practice questions and feedback sessions. This regular practice extends into Year 10. By developing the routines centred around exam practice, students will make better progress in their studies, consolidate their knowledge and learning and improve their examination technique. Low-stakes testing of knowledge organiser material and vocabulary tests continues to be crucial to our curriculum.