

Year 10 English Curriculum Summary

Term	Unit / title	Threshold concepts / core knowledge / links to previous and future learning	Formative assessment / homework	Formal assessment
1	<p>GCSE Literature: A Christmas Carol</p> <p>Interleaved with</p> <p>GCSE Language: Paper 1 Section A</p>	<p>We have chosen to study 'A Christmas Carol' as it provides an insight into Victorian Society and allows students to engage with themes that are prevalent not just in literature but also in society such as redemption and social injustice. Furthermore, it offers an opportunity to develop analytical and critical thinking skills through close reading and evaluation of the text. Students will regularly write analytical paragraphs, thesis statements and essays throughout the scheme. There will be rich discussions about the novella to develop students' speaking and listening skills. Additionally, the timeless nature of the story enables students to relate to its themes, thus enhancing their understanding and appreciation of literature.</p> <p>We interleave 'A Christmas Carol' with GCSE Language Paper 1 Section A. This is essential in helping students develop skills in comprehension and analysis of given texts. It prepares them for the exam, where they will encounter unseen texts and need to ensure they meet the assessment objectives. Section A requires students to identify key aspects of language, structure, and form, as well as comment on the writer's techniques and perspectives. By teaching this section, students will gain the confidence and knowledge needed to approach any text critically, which is an essential skill for success in further education and life.</p>	<p>Homework: weekly reading and vocabulary homework</p> <p>Interim: A Christmas Carol essay question</p>	<p>Baseline assessment: New Group Reading Test</p>
2	<p>GCSE Literature: A Christmas Carol</p> <p>Interleaved with</p> <p>GCSE Language: Paper 1 Section B</p>	<p>We will continue the study of 'A Christmas Carol' in term 2.</p> <p>We interleave 'A Christmas Carol' in term 2 with GCSE Language Paper 1 Section B. This unit is designed to build on narrative and descriptive writing skills introduced to pupils from Year 7. The focus on writing will develop students' ability to communicate effectively and creatively. The focus on narrative writing allows students to understand and utilise storytelling techniques, while descriptive writing enhances their use of descriptive language and techniques to create vivid imagery. At this point, students have been taught different genres of narrative and descriptive writing. Students now need to revisit these skills and ensure that they are confidently able to plot, plan and structure narratives/descriptions about plausible events linked to realistic characterisation decisions. Students will be at different stages of development and confidence at this point, and teachers will need to decide which aspects of narrative writing require more focus than others. Therefore, the design of this unit is focused around exploration of successful pieces of narrative writing created by students and teachers before students use the skills in their own work and teachers will be expected to choose what is relevant to their own classes and supplement the unit with class appropriate learning and resources. Students should be given as much opportunity to write and produce their own writing as possible - the aim is to enjoy writing as well as develop skills and understanding. Students will develop their proofreading and redrafting skills so that they understand the importance of crafting their writing.</p>		<p>Assessment 1: GCSE Language Paper 1 (full paper)</p>

3	<p>GCSE Literature: An Inspector Calls</p> <p>Interleaved with</p> <p>GCSE Language: Paper 2 Section A</p>	<p>Students will develop an understanding of the social, cultural, and historical context of early 20th century Britain. The play explores themes of social responsibility, class conflict, and morality, and provides a commentary on the hypocrisy and immorality of the upper-class during the Edwardian era. Additionally, the play's structure and language provide an excellent opportunity for students to develop literary analysis skills. By studying 'An Inspector Calls', students will gain a deeper appreciation and understanding of the power of theatre to engage with social and political issues.</p> <p>We interleave 'An Inspector Calls' with GCSE Language Paper 1 Section A. This unit is designed to develop students' reading comprehension and analytical skills. This section includes a range of different types of texts, from informational articles to opinion pieces, challenging students to understand and interpret complex ideas and arguments in real-world contexts. Moreover, it encourages students to engage critically with the evidence and arguments presented, helping them to build their skills of analysis, evaluation, and inference – skills that are invaluable both inside and outside the classroom. This unit is an essential component of the GCSE English Language curriculum, helping students to become informed and critical readers who are able to make their own judgements about the world around them.</p>	<p>Interim: Descriptive/ narrative writing</p>	
4 & 5	<p>GCSE Literature: Macbeth</p> <p>Interleaved with</p> <p>GCSE Language: Paper 2 Section B</p>	<p>Students have had a wide experience of engaging with Shakespearean texts at this point in their journey through the English curriculum. Students will explore the themes of ambition, power, betrayal, and guilt. Teaching this play allows students to analyse and interpret complex characters, language, and literary devices while examining historical and cultural contexts. Through studying Macbeth, students can enhance their critical thinking, writing, and communication skills. Additionally, the play's relevance and enduring popularity make it an essential component of any English literature course, providing valuable insights into human nature and the consequences of unrestrained ambition.</p> <p>Students have had a wide experience of producing non-fiction texts at this point in their journey through the English curriculum. In this unit, we want students to be able to apply their skills to respond to more general tasks that rely on them using their own prior knowledge and experiences to inform their writing. Students will consider different points of view and how they would be able to explain their viewpoint with detail and remain convincing. In this way, we will teach students to generate appropriate ideas and organise them cohesively to enable them to produce appropriate responses to these types of texts. At the same time, students will be expected to use skills and knowledge that they have been taught in previous units/years in the creation of their work and develop their abilities to use these effectively. Looking at a wide range of models informs students' writing and provides them with scaffolds which they can then use to aid the production of their own work.</p>	<p>Interim: Macbeth essay question</p>	<p>Assessment 2: GCSE Language Paper 2</p>
6	<p>GCSE Literature: Power and Conflict Poetry (Nature)</p> <p>Interleaved with</p> <p>GCSE Language: Paper 1 and 2 Reading</p>	<p>Students have had a wide experience of engaging with poetry at this point in their journey through the English curriculum. We teach the GCSE poetry anthology thematically and we have decided to start with The Power of Nature. We will teach: Ozymandias, Extract from the Prelude, Exposure and Storm on the Island.</p> <p>The poetry unit will be interleaved with Language Paper 1 and 2 reading skills. We will build on the skills taught in unit 1 and 3. There will be an emphasis on exam practice and timings. The aim is for students to gain even more confidence when answering all questions on the language papers.</p>	<p>Interim: An Inspector Calls essay question</p>	<p>Assessment 3: GCSE Literature Paper</p>

