

## Subject Curriculum Overview for Academic Year 2023/2024

Subject: English		Subject Leader: Julia Haynes	Year Group: 10	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p><b>Social Criticism</b></p> <p>Whole texts:</p> <p>‘An Inspector Calls’</p> <p>‘A Christmas Carol’</p> <p>Poetry Anthology</p>	<p><b>End point: To know the methods a writer uses to make social criticism.</b></p> <p><b>‘An Inspector Calls’</b></p> <ul style="list-style-type: none"> <li>• What social criticism is and why the play is an example of it</li> <li>• How the audience is encouraged to react</li> <li>• References to specific parts of the text</li> <li>• Analysis of language and structure</li> <li>• Link in context: 1912 and post war</li> <li>• Understand the message and theme of the play</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• What social criticism is and why the poem is an example of it</li> <li>• References to specific parts of the text</li> <li>• Explore how techniques are used to create meaning</li> <li>• Link in context</li> </ul> <p><b>‘A Christmas Carol’</b></p> <ul style="list-style-type: none"> <li>• What social criticism is and why the novel is an example of it</li> <li>• How the reader is encouraged to react</li> <li>• References to specific parts of the text</li> <li>• Using quotation to support: varying length and being judicious</li> <li>• Explain and analyse the theme</li> <li>• Identify and explore the narrative viewpoint and structure</li> <li>• Explore the techniques that the writer uses for impact</li> <li>• Link in Victorian context: Victorian: personal, social, historical and cultural/literary</li> <li>• Know how to write an introduction and conclusion</li> <li>• Identify and explore: motif, symbolism and pathetic fallacy</li> </ul>		<p>Socialism</p> <p>Capitalism</p> <p>Character arc</p> <p>Allegory</p> <p>Dramatic irony</p> <p>Social criticism</p> <p>Post-war consensus</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher ‘book look’.</p> <p>Summative assessment based on curriculum knowledge.</p> <p>Extended writing: analytical essays</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: Fluency of reading to consider meaning: reading echoing</p>

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Subject: English		Subject Leader: Julia Haynes	Year Group: 10	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p><b>Power</b></p> <p>Whole text: 'Macbeth'</p>	<p><b>End Point: To know and analyse how Shakespeare explores the theme of power</b></p> <p><b>Macbeth</b></p> <ul style="list-style-type: none"> <li>• understand the genre of Tragedy</li> <li>• know the characterisation and plot of 'Macbeth'</li> <li>• understand and explain the themes of the play</li> <li>• explore power dynamics</li> <li>• link contextual knowledge: Jacobean era</li> <li>• how to write analytically about 'Macbeth' using analytical verbs and identifying literary and dramatic techniques</li> <li>• explore the use of soliloquy, considering the impact of iambic pentameter and rhythm changes</li> <li>• embedding judiciously chosen quotes to support an argument</li> <li>• how to write an introduction and conclusion</li> <li>• using discourse markers and topic sentences to frame an argument</li> <li>• explore alternative interpretations</li> </ul>		<p>Hamartia hubris regicide tragic hero tragedy soliloquy</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment based on curriculum knowledge.</p> <p>Extended writing: analytical essays</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: Fluency of reading to consider meaning and interpretation: reading echoing. Practise and perform. Stagecraft.</p>

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Subject: English	Subject Leader: Julia Haynes	Year Group: 10	SUMMER TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
<p><b>Power and authority</b></p> <p>Whole text: Unseen Poetry Anthology Poetry Speeches for S and L endorsement revision of all texts studied</p>	<p><b>End Point: To know how to voice critical thought for a purpose.</b></p> <p><b>Literature texts</b></p> <ul style="list-style-type: none"> <li>• Now how to compare theme and language of poems using discourse markers</li> <li>• Link in understanding of genre</li> <li>• Learn quotes for all texts</li> <li>• Know the context for production and reception for all texts</li> <li>• Know the theme of all texts</li> <li>• Explore structure and form of poetry and prose</li> <li>• Practising meter in poetry out loud</li> <li>• Know how to zoom into a quote to explore meaning</li> <li>• Understanding biblical and mythical allusion</li> <li>• Understanding time and place of poetry: including WW1 poetry and Romanticism</li> <li>• How to look at the big picture and how the Literature fits into our world</li> </ul> <p><b>Speech: speaking and listening endorsement</b></p> <ul style="list-style-type: none"> <li>• Understand and use a range of rhetorical devices to impact an audience</li> <li>• Use the 7-part structure to create a speech</li> <li>• Understand ways to build up a point of view, linking ideas</li> <li>• Know how to create a speech with effective use of voice, pace and stress</li> </ul>	<p>Caesura Enjambement Symbolism Meter Plosives Colloquial Anecdote</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment Literature exams: Paper 1: Macbeth and A Christmas Carol Paper 2: An Inspector Calls and Poetry Writing to argue (Language exam)</p> <p>Extended writing: extended analytical essays</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: presentation and questions. Separate endorsement. Practising meter in poetry recitation.</p>

## Subject Curriculum Overview for Academic Year 2023/2024

### How parents can support learning in the subject this academic year

Watch adaptations of the texts we have covered at home.  
 Discuss the wider themes of texts covered at home.  
 Visit the library and discuss reading in order to encourage personal choice.  
 Practise using broad vocabulary in conversation.  
 Read the news and discuss links to the texts we have covered.  
 Test the key learning points and quiz what C.O.M.P.A.S.S.; S.T.E.A.L.; PPP, RRRR and D.A.F.O.R.E.S.T. stand for.  
 C.O.M.P.A.S.S: Colour and contrast; onomatopoeia, metaphor, personification, pathetic fallacy, alliteration, adjectives, similes, sentences, senses (used to create setting)  
 D.A.F.O.R.E.S.T: direct address, alliteration, facts, opinions, repetition, rhetorical question, emotive language, statistics, triplet (all rhetorical devices used to persuade)  
 S.T.E.A.L: speech, thoughts, effects on others, actions. Looks (all devices a writer uses to create character)  
 G.A.S.E: gist, a closer look, summary, elaboration (the JMHS reading strategy)  
 PPP: person, purpose, period (introductions for Literature essays)  
 RRRR: Reader, response, reason, resonance (conclusion for Literature essays)

### Recommended Reading

<p><i>An Inspector Calls</i> by J.B. Priestley  <i>A Christmas Carol</i> by Charles Dickens  <i>Great Expectations</i> by Charles Dickens  <i>David Copperfield</i> by Charles Dickens  <i>1984</i> by George Orwell  <i>Fahrenheit 451</i> by Ray Bradbury  <i>The Great Gatsby</i> by F Scott Fitzgerald  <i>Jane Eyre</i> by Charlotte Bronte  <i>Every Day</i> by David Levithan  <i>Scythe</i> by Neal Shusterman  <i>The Road</i> by Cormac McCarthy                      The Shell House by Linda Newberry</p>	<p><i>Macbeth</i> By William Shakespeare  <i>King Lear</i> by William Shakespeare  <i>Dracula</i> by Bram Stoker  <i>The Power</i> by Naomi Alderman  <i>The Hunger Games</i> by Suzanne Collins  <i>Looking for Alaska</i> by John Green  <i>Brighton Rock</i> by Graeme Green  <i>Lord of the Flies</i> by William Golding  <i>The Medici Seal</i> by Theresa Breslin  <i>Notes on a Nervous Planet</i> by Matt Haig  <i>The Secret Life of Bees</i> by Sue Monk Kidd</p>	<p><i>The Bell Jar</i> by Sylvia Plath  <i>Blood Brothers</i> by Willy Russell  <i>Everyday</i> by David Levithan  <i>Never let me Go</i> by Kazuo Ishiguru  <i>Rebecca</i> by Daphne Du Maurier  <i>The Grapes of Wrath</i> by John Steinbeck  <i>The Poisonwood Bible</i> by Barbara Kingsolver  <i>We have always lived in the Castle</i> by Shirley Jackson                      Six of Crows by Leigh Bardugo  <i>Maus</i> by Art Speigelman  <i>Purple Hibiscus</i> by Chimamanda Ngozi Adiche</p>
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### Points to note

We will seek to give students the opportunity to see plays and texts in action at the theatre.  
 Students conduct a 200-word challenge write every fortnight to hone creative writing, editing and planning knowledge.  
 Students will be involved in poet and author visits throughout the year.