



Year 10 English Curriculum Summary



Year 10

When?	Knowledge	Understanding	Assessment
<p>Autumn Term</p>	<p>Reading and Writing Fiction and 'An Inspector Calls'</p> <ul style="list-style-type: none"> Students build on fiction reading and writing skills first introduced at KS3. Time is spent equally between Reading and Writing skills Students study GCSE set text: 'An Inspector Calls' <p><i>Reading and Writing Fiction: Students will gain an understanding of:</i></p> <ul style="list-style-type: none"> Identifying implicit and explicit information Analysing language for effect Analysing structure for effect Evaluating a writers use of language and structure Narrative or descriptive writing <p><i>An Inspector Calls: Students will gain an understanding of:</i></p> <p>'An Inspector Calls':</p> <ul style="list-style-type: none"> The plot, characters and setting of the play Character development Key themes in the play: class, social responsibility, age, guilt, blame. The methods used by the playwright: dramatic irony, entrances & exits, biblical allusions, stage directions, props, juxtaposition, etc. 	<p>Reading</p> <ul style="list-style-type: none"> Select and synthesise evidence from texts. Identify and interpret explicit and implicit information and ideas. To explain/comment on/analyse how writers use language and structure to achieve effects, using relevant subject terminology. To evaluate text critically and support this with appropriate textual evidence. <p>Writing</p> <ul style="list-style-type: none"> To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. To be able to proofread and edit. <p>Literature:</p> <ul style="list-style-type: none"> Read, understand and respond to texts. 	<p>Assessment as per school calendar: Fiction writing task (narrative or description).</p> <p>Internal assessment: 'An Inspector Calls' extract-based question.</p>



	<ul style="list-style-type: none"> Contextual factors explored: life in Edwardian England, social class divisions, socialism & capitalism, societal impact of WW1 & WW2, Clement Attlee's Labour govt win, the Welfare State, changing gender roles in the 20th C. The playwright's intentions. 	<ul style="list-style-type: none"> Maintain a critical style and develop an informed personal response Use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	
<p>Spring Term</p>	<p>Non-Fiction Reading and Writing, and 'Macbeth'</p> <ul style="list-style-type: none"> Students build on nonfiction reading and writing skills first introduced at KS3. Time is spent equally between Reading and Writing) Students study GCSE set text: Macbeth <p><i>Reading and Writing Non-Fiction: Students will gain an understanding of:</i></p> <ul style="list-style-type: none"> Identifying correct statements based on explicit and implicit information Summarising the similarities/differences and making inferences Analysing language and effects 	<p>Reading</p> <ul style="list-style-type: none"> Select and synthesise evidence from texts. Identify and interpret explicit and implicit information and ideas. To explain/comment on/analyse how writers use language and structure to achieve effects, using relevant subject terminology. Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts. <p>Writing</p> <ul style="list-style-type: none"> To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. 	<p>Internal assessments: Non-Fiction writing 'Macbeth' extract question</p>



	<ul style="list-style-type: none"> • <i>Comparing writers' viewpoints and perspectives, and how these are presented</i> • <i>Nonfiction writing</i> <p><i>Macbeth:</i></p> <ul style="list-style-type: none"> • <i>The plot, characters and setting of the play.</i> • <i>Character development.</i> • <i>Key themes in the play: ambition, guilt, power, the supernatural, Kingship, natural order, society.</i> • <i>The methods used by the playwright: imagery, contrast, characterisation, symbolism, soliloquies, stage directions,</i> • <i>Contextual factors explored: The Divine Right of Kings, Great Chain of Being, Regicide, the supernatural, King James I, etc.</i> • <i>The playwright's intentions.</i> 	<ul style="list-style-type: none"> • To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. • To be able to proofread and edit. <p>Literature:</p> <ul style="list-style-type: none"> • Read, understand and respond to texts. • Maintain a critical style and develop an informed personal response • Use textual references, including quotations, to support and illustrate interpretations. • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • Show understanding of the relationships between texts and the contexts in which they were written. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	
<p>Summer Term</p>	<p>Reading and Writing Fiction and 'A Christmas Carol'</p> <ul style="list-style-type: none"> • Students will build on the more challenging aspects of Reading and Writing Fiction, with time spent 	<p>Reading and Writing Fiction: (As above)</p> <p>Literature: (As above)</p>	<p>End of Year exam: Reading and Writing Fiction</p> <p>'A Christmas Carol' extract question</p>



equally between Reading and Writing

- One lesson per fortnight is spent revising and practising example questions for 'A Christmas Carol.

Reading and Writing Fiction: as above.

'A Christmas Carol:

- *The plot, characters and setting of the novella.*
- *Character development.*
- *Key themes in the novella: redemption, Christian values, family, time, greed, forgiveness, social equality*
- *The methods used by the playwright: characterisation, symbolism, juxtaposition, structure, personification, pathetic fallacy, dialogue, humour.*
- *Contextual factors explored: life in Victorian England, life for the rich and poor, the 1834 Poor Law and workhouses, child labour.*
- *The playwright's intentions.*

Spoken Language component:

- Students to watch and analyse famous speeches.
- Understanding of pathos, ethos and logos and how to use these examples of rhetoric in their own work.
- *Students will plan, write and deliver a persuasive or argumentative speech on a topic of their choice.*

Requirements for Spoken Language component:

- Is audible
- Uses Spoken Standard English
- Expresses straightforward/ challenging/sophisticated ideas/ information/feelings using a range/ sophisticated repertoire of vocabulary
- Makes an attempt to structure his or her presentation/ organises and

Internal assessment: speech to class.

Speeches are awarded: Pass, Merit or Distinction.



		<p>structures his or her presentation clearly and appropriately to meet the needs of the audience/ organises and structures his or her presentation using an effective range of strategies to engage the audience</p> <ul style="list-style-type: none">• Achieves the purpose of his or her presentation• Listen to questions/feedback and provides an appropriate response in a straight forward manner/ Listens to questions/feedback responding formally and in some detail / Listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information.	
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