

Year 10 – English Literature			
Skills / Stimulus	AO1, AO2 & AO3	AO2 & AO1	AO1, AO3 & AO4
Half-term	Autumn – 1.1 (15 weeks)	Spring – 2.1 (13 weeks)	Summer – 3.1 (12 weeks)
Scheme of Learning	Macbeth	A Christmas Carol	An Inspector Calls
Curriculum Content	<p>In this SOW we read the entirety of <i>Macbeth</i> to ensure that students have a clear and detailed understanding of the play as a whole; we explore plot, characters and themes.</p> <p>We address AO3 and deliver content on the context of <i>Macbeth</i>: the Jacobean era, significant historical, political &amp; social movements, as well as attitudes of the time.</p> <p>Students complete deliberate practice frequently throughout the SOW, ensuring that they are fully prepared to meet the requirements of the AOs for each section of the exam. Close text analysis and consideration of theme development through the play as a whole is central to this.</p>	<p>In this SOW we read the entirety of <i>A Christmas Carol</i> to ensure that students have a clear and detailed understanding of the novella as a whole; we explore plot, characters and themes.</p> <p>Students complete deliberate practice frequently throughout the SOW, ensuring that they are fully prepared to meet the requirements of the AOs for each section of the exam. Close text analysis and consideration of theme development through the play as a whole is central to this.</p> <p>Whilst context is not assessed for this unit, it is important that students have a basic understanding of Dickens’s life and the context of the Victorian era, since this is intrinsically linked to character formation, plot development and themes; this is relevant to AO1.</p>	<p>In this SOW we re-read the entirety of <i>An Inspector Calls</i> to ensure that students have a clear and detailed understanding of the play as a whole; we explore plot, characters and themes. Students spent two weeks in year 9 with a sole focus on reading and exploring the play in class, using costume and props to immerse students in the theatricality of the text.</p> <p>We address AO3 and deliver content on the context of <i>AIC</i>: the Edwardian era, Priestley’s life, significant historical, political &amp; social movements, as well as attitudes of the time. We also explore high level theory to develop AO1 skills.</p> <p>Students complete deliberate practice frequently throughout the SOW, ensuring that they are fully prepared to meet the requirements of the AOs for each section of the exam. Close exploration of characters and consideration of theme development through the play as a whole is central to this.</p>
Curriculum Intent	Our intent is to provide all students with a detailed understanding of the play through an engaging and diverse SOW, appropriately differentiated for all abilities.	Our intent is to provide all students with a detailed understanding of the novella through an engaging and diverse SOW, appropriately differentiated for all abilities.	Our intent is to provide all students with a detailed understanding of the play through an engaging and diverse SOW, appropriately differentiated for all abilities.

	<p>We intersperse reading with media to add variety to delivery, in addition to ensuring that students are exposed to the play in its true form – a play written to be performed in the theatre. Media includes: GCSEPods and video clips of different productions of the play <i>Students watched a production of this play last academic year.</i></p> <p>To meet AO2 requirements, lessons develop close analytical skills through close text analysis and exploration. Students are encouraged to identify meaningful and relevant subject terminology, with emphasis on avoiding ‘feature spotting’. Students are taught to effectively construct responses with a clear thesis or ‘golden thread’, with acronyms available to support those who need writing frames/further guidance.</p> <p>Whilst knowledge and content is an important and vital focus (supported further by daily knowledge organiser home learning), there is also strong emphasis on deliberate practice and exam skill in this SOW. Following each Act, the students are guided through how to respond to a section of the exam. It is important that students clearly understand the difference between section ‘a’ and ‘b’ questions, with clarity on what skills are being assessed. They receive clear steps to success, writing frames, model answers, and an</p>	<p>To meet AO2 requirements, lessons develop close analytical skills through close text analysis and exploration. Students are encouraged to identify meaningful and relevant subject terminology, with emphasis on avoiding ‘feature spotting’. Analysis grids are supported to provide students of all abilities.</p> <p>Whilst knowledge and content is an important and vital focus (supported further by daily knowledge organiser home learning), there is also strong emphasis on deliberate practice and exam skill in this SOW. The students are guided through how to respond to a section of the exam, and taught to effectively construct responses with a clear thesis or ‘golden thread’; acronyms are available to support those who need writing frames/further guidance.</p> <p>It is important that students clearly understand the difference between section ‘a’ and ‘b’ questions, with clarity on what skills are being assessed; this is especially important since <i>Macbeth</i> is assessed using the same format, but with different AOs. They receive clear steps to success, writing frames, model answers, and an opportunity to attempt a question and receive feedback. This will allow us to frequently test whether knowledge is being successfully transferred to application, providing an opportunity to intervene and adapt lessons or feedback where necessary to secure excellent results.</p>	<p>We intersperse reading with media to add variety to delivery, in addition to ensuring that students are exposed to the play in its true form – a play written to be performed in the theatre. Media includes: GCSEPods and video clips of different productions of the play <i>Students watched a production of this play last academic year.</i></p> <p>Whilst knowledge and content is an important and vital focus (supported further by daily knowledge organiser home learning), there is also strong emphasis on deliberate practice and exam skill in this SOW. Following each Act, the students are guided through how to respond to an exam question. It is important that students clearly understand what skills are being assessed and the possible focus of each question: character, theme, plot or setting. They receive clear steps to success, writing frames, model answers, and an opportunity to attempt a question and receive feedback. This will allow us to frequently test whether knowledge is being successfully transferred to application, providing an opportunity to intervene and adapt lessons or feedback where necessary to secure excellent results.</p> <p>AO3 is a large focus for this unit of work. Rather than delivering contextual information all at once, the SOW delivers relevant context gradually throughout the SOW, at points in which the link between context is most relevant to a ‘scene’ of the play – this is to ensure that students clearly</p>
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	<p>opportunity to attempt a question and receive feedback. This will allow us to frequently test whether knowledge is being successfully transferred to application, providing an opportunity to intervene and adapt lessons or feedback where necessary to secure excellent results.</p>		<p>understand that all contextual links must be relevant explicitly linked for marks to be awarded.</p> <p>Following Edexcel training, we have also adapted the way in which we deliver context. In this SOW we introduce context through images and artwork; this encourages students to engage with context through an alternative medium and discover and explore context independently. It also supports with long term retention of information.</p> <p>To provide students with the best opportunity of developing a critical style, the SOW explores higher level theory and 'movements', including: Marxism, feminism, Dunne, Ouspensky and Social Darwinism. We explore how reading and interpreting the play through such 'perspectives', impacts our understanding of the play.</p>
Core Skills	<p>Students must be able to read, understand and respond to the text and develop a critical style and informed personal response. Students must be able to recall and use textual references, including quotations, to support their interpretations/ideas.</p> <p>Students must show skill in their analysis of language, form and structure to create meaning, whilst demonstrating an ability to accurately identify meaningful and relevant terminology.</p>	<p>Students must be able to read, understand and respond to the text and develop a critical style and informed personal response. Students must be able to recall and use textual references, including quotations, to support their interpretations/ideas.</p> <p>Students must show skill in their analysis of language, form and structure to create meaning, whilst demonstrating an ability to accurately identify meaningful and relevant terminology.</p>	<p>Students must be able to read, understand and respond to the text and develop a critical style and informed personal response. Students must be able to recall and use textual references, including quotations, to support their interpretations/ideas.</p> <p>Students must show understanding of the relationships between texts and the contexts, ensuring that references are relevant and meaningful in relation to the question.</p> <p>Students must use a range of vocabulary and sentence structures for clarity, purpose and</p>

	Students must show understanding of the relationships between texts and the contexts, ensuring that references are relevant and meaningful in relation to the question.		effect. Students must use accurate spelling and punctuation.
Formal summative Assessment	Macbeth baseline assessment	A Christmas Carol assessment	An Inspector Calls assessment
Cross curricular links?	History RE Drama	History RE	History RE Drama