

Year 10 – English Literature Curriculum Overview

Skills	AO1, AO2 & AO3	AO2 & AO1	AO1, AO3 & AO4
Half-term	Autumn – 1.1 and 1.2	Spring – 2.1 and 2.2	Summer – 3.1 and 3.2
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 & social ideas, 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' 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 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.</p> <p>We address AO3 and deliver content on the context of <i>AIC</i>: the Edwardian era, Priestley's life, significant historical, political & 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. Close exploration of characters and consideration of theme development through the play as a whole is central to this.</p> <p>Using models, writing frames and through discussion, students are exposed to a variety of analytical vocabulary in order to develop their AO4 skills.</p>
Curriculum Intent	<p>Our intent is to provide all students with a detailed understanding of the play through an engaging and diverse SOW, appropriately scaffolded for all needs.</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.</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. Students are taught to effectively construct responses, 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 knowledge organisers), there is also strong emphasis on deliberate practice and exam skill in this SOW. 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 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 feedback, intervene and adapt lessons to secure excellent results.</p>	<p>Our intent is to provide all students with a detailed understanding of the novella through an engaging and diverse SOW, appropriately scaffolded for all needs.</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. Analysis grids are used, supporting all students to develop these skills.</p> <p>Whilst knowledge and content is an important and vital focus (supported further by 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 each section of the exam, and taught to effectively construct responses; 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 feedback, intervene and adapt lessons to secure excellent results.</p>	<p>Our intent is to provide all students with a detailed understanding of the play through an engaging and diverse SOW, appropriately scaffolded for all needs.</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.</p> <p>Whilst knowledge and content is an important and vital focus (supported further by 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 exam questions. It is important that students clearly understand what skills are being assessed and the possible focus of the question. 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 feedback, intervene and adapt lessons 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 understand that all contextual links must be relevant and explicitly linked for marks to be awarded.</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 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 show understanding of the relationships between texts and their contexts, ensuring that references are relevant and meaningful in relation to the question.</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 effect. Students must use accurate spelling and punctuation.</p>
Formal summative Assessment	<ul style="list-style-type: none"> • Section A in Autumn 1 • Section B in Autumn 2 	<ul style="list-style-type: none"> • Section A in Spring 1 • Section B in Spring 2 	<ul style="list-style-type: none"> • Exam question in Summer 1 • Mock examination: on An Inspector Calls and Macbeth in Summer 2
Cross curricular links?	History RE Drama PSHE/SMSC	History RE PSHE/SMSC	History RE Drama PSHE/SMSC