

Curriculum Overview

Subject: English Literature

Year Group: 10

CHASE HIGH

Aspirations, Character & Excellence



In the study of English Literature, students will begin with the 19th Century text: Dickens' 'A Christmas Carol' or Stevenson's 'Jekyll and Hyde'. Studying aspects of literary and historical context, they will learn how the text fits into the canon of literature in this century. Knowledge of Victorian society will be embedded to reinforce learning within English Language in Paper 2. Students will deploy their knowledge of writer's craft in their analysis; exploration of theme in character and construction of essays from KS3, refining them for the GCSE examinations. Students will move onto the study of Shakespeare's 'Romeo and Juliet' and will explore Petrarch; Elizabethan social tradition; fate and masculinity within the belief system of the time. Students will read the full play and explore the characterisation, stage craft, structure, themes and writer's craft. They will learn to refine their essay writing skills, focusing on the deeper interpretations of meaning, the full analysis of writer's methods and the close exploration of structure and effect. Students will be expected to expand their study with Massolit lectures and critical responses to the play. Finally, in this year, students will refine their knowledge of poetry and poetic devices with the exploration of the anthology poems in the 'Power and Conflict' collection, featuring poems from Owen, Agard, Duffy, Wordsworth etc. They will build on previous years' knowledge of comparison skills, drawing meaningful connections between the poems. Having developed this skills, students will move on to learning how to analyse unseen poems using a toolkit of analytical methods built up over the course of the previous years.

TERM 1	TERM 2	TERM 3
<p>KNOWLEDGE/SKILLS Victorian novel: 19th C social and historical context: Religious beliefs; social class divide; poverty; social commentary. Writer's methods: narrative structure; characterisation; language and imagery; figurative language; didactic intention. Themes: poverty; science; family; addiction; masculinity; wealth; community; responsibility. Skills: essay writing; thesis statements; embedding quotes; structure; PETAL (what/how/why); inference and deeper interpretation.</p>	<p>KNOWLEDGE/SKILLS Shakespeare: Romeo and Juliet: Context: Elizabethan context; Chain of being; Petrarch; classical allusions; psychoanalysis; fate and masculinity; violence, religion. Shakespeare's writer's methods: iambic pentameter; imagery; character dialogue; characterisation; stage craft. Themes: Love; family; marriage; fate; parenthood; generational divide; friendship. Skills: Essay writing; embedding quotations; PETAL structure; thesis statements; knowledge of extracts; knowledge of plot; integrating context.</p>	<p>KNOWLEDGE/SKILLS Power and Conflict and Unseen Poetry Context: History; WW1; WW2; Renaissance Italy; modern art; Romantic movement; Writer's Methods: Vocabulary; structure; form; poetic devices; didactic meaning; comparison. Skills: inference; effect on reader; analysing poetic devices; selecting rich quotations; drawing comparisons throughout the essay; interpretation of meaning; PETAL/What, How, Why.</p>
<p>KEY ASSESSMENTS Half term 1: Baseline: GCSE Question on the novel - character. Half term 2: EOU: 2nd GCSE Question on the novel - theme.</p>	<p>KEY ASSESSMENTS Half term 1: GCSE question on character. Half term 2: GCSE question on theme.</p>	<p>KEY ASSESSMENTS Half term 1: Power and Conflict GCSE Question. Unseen Poetry questions. Half term 2: PPE: All texts, full mock</p>
<p>Extended reading suggestions and external resources: Jekyll and Hyde; A Christmas Carol; An Inspector Calls; Power and Conflict poetry; Dickens novels; J B Priestley's collected plays; Poetry from 19th C Romantic movement; Massolit; Seneca Learning.</p>		