

Curriculum Overview

Subject: English Literature & Language

Year Group: 10

In Year 10 students will begin studying 'An Inspector Calls'. Students will then move onto studying Dickens' 'A Christmas Carol'. Studying aspects of literary and historical context, they will learn how the text fits into the canon of literature in this century. Following this, students will then be introduced to English Language Paper 1, teachers will model the strategies for students in a 'walking talking mock' style, students will then have the confidence to independently answer an exam paper applying strategies they have been taught. Students will then study 'A Christmas Carol' and be taught context of Victorian London and Dickens' inspirations, this will refer back to the knowledge studied in KS3 when studying 19th Century extracts. Students will then move onto studying 'Macbeth' and will explore King James I; Jacobean religious views and attitudes towards witchcraft; ambition 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.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS An Inspector Calls: Context; Key points/chapters; critical studies; social and historical connections; literary heritage; essay writing skills in timed conditions; memorising quotations; writer's methods; PETAL structure. KNOWLEDGE/SKILLS Paper One Writing: Narrative writing conventions; SPAG; structure; originality; descriptive writing conventions; voice; writer's methods; crafting sentence structures; paragraphing for effect; models of narrative arc. Paper One Reading: Inference; analyse writers' methods; terminology; structuring PETAL (what/how/why); analysing structure; effects on the reader.	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. KNOWLEDGE/SKILLS Paper One Revision Paper One Writing: Narrative writing conventions; SPAG; structure; originality; descriptive writing conventions; voice; writer's methods; crafting sentence structures; paragraphing for effect; models of narrative arc. Paper One Reading: Inference; analyse writers' methods; terminology; structuring PETAL (what/how/why); analysing structure; effects on the reader.	KNOWLEDGE/SKILLS Shakespeare: Macbeth Context: Jacobean Context; Chain of being; King James I; gender roles; Witchcraft and supernatural, religion. Shakespeare's writer's methods: iambic pentameter; imagery; character dialogue; characterisation; stage craft. Themes: power; ambition; the supernatural; manipulation.. Skills: Essay writing; embedding quotations; PETAL structure; thesis statements; knowledge of extracts; knowledge of plot; integrating context. KNOWLEDGE/SKILLS Oracy: Speaking and Listening Students will use the strategies they have been taught for Language Paper 2 to write their own persuasive speech. They will present this to the class as part of their speaking and listening assessment.
KEY ASSESSMENTS 1.1: GCSE Question on the play - character. 1.2: EOU: Closed book GCSE question. 2.1 Walking talking mock English Language Paper 1	KEY ASSESSMENTS 2.1: GCSE question on character. 2.2: GCSE question on theme.	KEY ASSESSMENTS 3.1: PEEs: Language Paper 1 and Literature Paper 1 Speaking & Listening Assessment
Extended reading suggestions and external resources: Teams revision folder created with all revision resources, including practice papers, flashcards, wider reading.		

Curriculum Overview

Subject: English Literature & Language

Year Group: 11

In Year 11 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 these 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.

For the rest of Year 11 students will be revising both English Language and Literature interleaved in preparation for mock exams and GCSE exams. Students will have fortnightly 'BIG WRITES', this will consist of an exam question that students have to revise and prepare for. The aim of the BIG WRITE is to build confidence and stamina for the exams and to expose students to a range of themes/characters and big ideas.

TERM 1	TERM 2	TERM 3
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. KNOWLEDGE/SKILLS KNOWLEDGE/SKILLS Paper One Revision Paper One Writing: Narrative writing conventions; SPAG; structure; originality; descriptive writing conventions; voice; writer's methods; crafting sentence structures; paragraphing for effect; models of narrative arc. Paper One Reading: Inference; analyse writers' methods; terminology; structuring PETAL (what/how/why); analysing structure; effects on the reader. KNOWLEDGE/SKILLS Paper 2 Reading: Interpreting opinion and perspective; Victorian contexts; inference; sourcing facts from texts; comparative summary skills; analysing writer's methods in conveying ideas/opinions; interpreting opinion and analysing writer's methods comparing two texts. Paper 2 Writing: Developing own argument; construction of speeches, articles, letters; conventions of various forms of writing; writing for effect on the audience; engaging the audience/reader; persuasive skills; argument skills; SPAG; paragraphing for effect.	Interleaved Revision of previous texts studied and language exam strategies. Students will have fortnightly BIG WRITES, this will consist of an exam question that students have to revise and prepare for. The aim of the BIG WRITE is to build confidence and stamina for the exams and to expose students to a range of themes/characters and big ideas. March Mocks & Mock Feedback lessons: Question level analysis used to close gaps on weakest areas from the mock exams.	KNOWLEDGE/SKILLS Interleaved Revision of previous texts studied and language exam strategies. Revision strategies that will be used in lessons: • Fortnightly BIG WRITE exam questions. • Intertextuality retrieval questions • Dual coded flash cards – creating them in lesson and quizzing. • I DO, WE DO, YOU DO modelling of planning and exam responses. • Big idea discussions – what universal ideas do the writers explore and why? • Critical theory discussions • Thesis statement modelling and practise

KEY ASSESSMENTS Power and Conflict GCSE Question. Unseen Poetry questions. PPE October Mock exams: Language Paper 1 and Literature Paper 2	KEY ASSESSMENTS PPE Mock exams: Language Paper 2 and literature paper identified from QLA	KEY ASSESSMENTS GCSE Exams
Extended reading suggestions and external resources: Teams revision folder created with all revision resources, including practice papers, flashcards, wider reading.		