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| **Year 10 Curriculum Overview [2024-2025]** **English**  |
|  **Autumn Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
| **A Christmas Carol** | * Clear understanding of a pre-1914 novel
* I can explain why the plot of the novel and narrative structure is important and why the novel is an allegory
 | * I can explain why the plot of the novel and narrative structure is important and why the novel is an allegory
* I can explain why characters symbolise meanings and how they embody core values in society
* I can identify and comment on the importance of key themes through the novel
* I understand writers’ ideas and how they respond to ideas in society
* I can use Tier two vocab from the text and for understanding e.g. mercenary, ruling elite
 | * Do now
* Character flashcards
 | * Reading for meaning and understanding
* Explicit vocabulary instruction
 | * Extensive vocabulary
* Aspiration – fulfilling and purposeful careers
 | * MCQs,
* Formative assessment on character and themes
* Summative essay
 |
|  | Social and Historical Context: | * I know that the Industrial Revolution inspired the novel
* I can explain why the social divide of the Victorian era is important
* I can explain what benevolent and accumulative capitalism are and how they feature in the novel
 | * Do Nows
* Lesson interleaving
 | * Answering Do Nows in full sentences
 | * Career as a Historian
 | * Do Now
* MCQ
* All formative assessments
* Summative assessment
 |
|  | Writing a literary essay in response to texts | * I can use the what, how, why structure, if I need to, to form ideas about texts
* I can introduce a thesis statement in my essay
* I can develop an idea within a paragraph
* I can embed quotations in sentences
* I can plan and sequence ideas to form an argument
* I can use Tier 2 vocab around literary criticism e.g. upholds
 | * Sentence completion tasks
 | * Correct grammatical and sentence structures
* Structuring whole texts
 | * Accurate written expression
 | * Formative what/how/why table
* Summative essay
 |
|  | Clear understanding of power and identity poetry | * I understanding there are different ideas about attitudes to power and identity
* I can compare themes and ideas
* I understand how social and historical context influences writers and readers of poems e.g. revolution
 | * Interleaving do now
* What how why grid
 | * Similarities and differences
* Reading for meaning
 | * Comparison and analysis skills – attention to detail
 | * One final, drafted description
 |
|  | Clear understanding a range of 19th, 20th and 21st Century fiction texts | * Setting
* Character
* Atmosphere
* Mood
* I understand a diverse range of world literature on universal and enduring themes
 | * Do now
* Key vocabulary
 | * Reading comprehension
 | * Reading skills
 | Formative assessment of language/structure/ evaluation |
|  | Analysis of writers’ methods | * I have knowledge of a range of language techniques
* I have knowledge of a range of structural techniques
* I understanding multiple meanings or connotations of a word/phrase or method
* I know a range of methods used deliberately such as characterisation, setting, poetic form and motifs
* I understand how to identify and comment on the effects of specific choices by writers
* Understanding of contrasts and complements and how these affect the reader
 | * Method grid
* KOs
 | * Use of subject specific vocabulary to express ideas clearly
 | * Analytical thinking
 | * MCQs
* Formative assessments
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|  | **Reading for Pleasure** |  |  |  |  |  |
| **Year 10 Curriculum Overview [2024-2025]** **English**  |
| **Spring****Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
| **Romeo and Juliet** | Understanding of a Shakespearean tragedy | * Social and historical context:
* Understanding of tragic form
* Understanding of writer’s ideas and intentions
* Knowledge of how texts respond to society
 | * Do Now
* Independent retrieval tasks
* Plot line and character grid
 | * Explicit vocabulary instruction
* Comparative reading
 | * Mastery of vocabulary
 | * MCQs, formative assessment on character Summative essay
 |
|  | Understanding of poetry on the theme of loss and violence | * Understanding of a poem’s main ideas
* Understanding of how poet’s explore feelings and ideas through poetry
* Comparing different aspects of texts over the course of an essay
 | * Do now
* Interleaving poetry grid
 | * Reading for meaning and interpretation
 | * Appreciation and empathy of others’ feelings
 | * Formative what/how/why comparison table
 |
|  | Analysis of methods | * Identifying methods used by writers
* Commenting on the effects of methods used by writers
* Linking method analysis to big ideas and concepts of the texts
 | * Method grid
* Key vocab list
 | * Developing ideas across paragraphs
 | * Analytical thinking
 | * Component based formative assessment
 |
|  | Knowledge and understanding of descriptive writing techniques | * Understand descriptive language devices
* Understand grammatically accurate and engaging sentence structures
* Choosing vocabulary for effect
* Structuring whole text
 | * Do Now - vocab
 | * Clarity of written expression
 | * Resilience
 | * Summative essay
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| **Year 10 Curriculum Overview [2024-2025]** **English**  |
| **Summer** **Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
| Romeo and Juliet (HT 5) | Understanding of the Shakespearean Tragedy *Romeo and Juliet* | * Understanding of characters and what they symbolise
* Understanding of key themes: fate, love, conflict, violence, family
* Understanding of essay writing components – analysis of methods used to convey meaning, development of an idea or thesis statement, response to context, use of evidence to support ideas
* Understanding of Shakespeare in context – 16th Century World
 | * Mock exams – HT6
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|  | Paper 1 Language | * Understanding of language and structure in fiction texts
* Understanding of exam questions and how to decode these
* Understanding of method analysis
* Understanding of descriptive writing
 | * Mock exams HT6
 |  |  |  |
| Power and Conflict Poetry | Understanding of a range of Power and Conflict Poetry | * Understanding multiple themes and interpretations of poems
* Understanding of writers’ ideas and concepts
* Tier two vocabulary linked to concepts of the poems e.g. nostalgia
 | * Do Now
* Vocab list
* Poem comparison chart
 | * Reading skills,
 | * Recall and independent revision
 | * MCQs, formative assessment of poems
 |
|  | Analysis of methods | * Identifying methods used by writers
* Commenting on the effects of methods used by writers
* Linking method analysis to big ideas and concepts of the texts
 | * Method grid
 | * Coherent analytical sentences
 | * Analytical thinking
 | * Summative assessment - exams
 |
|  | Understanding a range of non-fiction forms and texts | * Understanding of writers’ viewpoints and perspectives
* Comparison of writers’ viewpoint and perspectives
 | * Vocab list
 | * Discussion and debate
* Accuracy of written literacy
 | * ‘real world’ knowledge of current affairs and social issues
 | * MCQs Formative assessment
 |
|  | Understanding of Dickens (interleaving)  | * Thematic understanding of texts as a whole
* Links between different parts of the same text to identify contrasts and developments in character
* Identification of common threads/enduring themes and how they differ in texts
 | * Blank KO task
* Independent revision and retrieval practice
 | * Structuring whole paragraphs and texts
 |  | * Summative examination – RJ/ACC/Paper 1 Language
* Teacher assessment and recording
 |
|  | Understanding of rhetoric and viewpoint writing | * Deconstruction of components of successful opinion writing
* Rhetoric (interleaving)
* Structuring whole persuasive texts
* Text, audience, purpose and form
* Understanding of vocabulary used to persuade
* Understanding of the effectiveness of different kinds of rhetoric in opinion writing
 | * Do now - techniques
 | * Structuring whole texts
 |  | * Formative assessment on ethos/logos/ pathos
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| Oracy and Spoken English | Formal presentation and discussion  | * Presentation consolidating knowledge of themes
* Preparation for answering questions on topics related to chosen topic
 | Learning and preparing speech using key vocab list |  |  |  |