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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 |
|  | **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 |
| **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 |  |  |  |
|  | 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 |
| 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 |  |  |  |