**Gateacre English Department Year 10 Curriculum**

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|  | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
| Reading | C20th Prose Fiction  Text: In-house short story anthology  EDUQAS GCSE English Language Component 1 Sect. A | Shakespeare  Set text: *Macbeth,* William Shakespeare  EDUQAS GCSE English Literature Component 1 Sect. A | Shakespeare  Set text: *Macbeth,* William Shakespeare  EDUQAS GCSE English Literature Component 1 Sect. A | C.19th and C.21st Non-fiction  EDUQAS GCSE English Language Component 2 Sect. A | Drama  *An Inspector Calls,* J B Priestley  EDUQAS GCSE English Literature Component 2 Sect. A | Drama  *An Inspector Calls,* J B Priestley  EDUQAS GCSE English Literature Component 2 Sect. A |
| Writing | Narrative Writing  EDUQAS GCSE English Language Component 1 Sect. B  Interleaving: *Crafting Brilliant Sentences* | Review Writing  EDUQAS GCSE English Language Component 2 Sect. B  Interleaving: *Crafting Brilliant Sentences* | Report Writing  EDUQAS GCSE English Language Component 2 Sect. B  Interleaving: *Crafting Brilliant Sentences* | Leaflet  EDUQAS GCSE English Language Component 2 Sect. B  Interleaving: *Crafting Brilliant Sentences* | Formal letter  EDUQAS GCSE English Language Component 2 Sect. B  Interleaving: *Crafting Brilliant Sentences* | Presentation  EDUQAS GCSE English Language Component 3 Individual spoken presentation  Interleaving: *Crafting Brilliant Sentences* |
| Knowledge | Understanding question types and command words  A range of narrative strategies  Genre conventions – including the short story as genre  Effects of narrative voice  Descriptive and figurative devices and their effects  Links between appreciating the craft of the writer and application of techniques to own writing  Understanding & application of relevant & related vocabulary | The Plot and structure of *Macbeth*  Stage craft: staging, dramatic irony, purpose of stage directions  Characters: role, representations, characterisation  Themes: purpose and development.  Role of contextual knowledge (social, historical and literary) in illuminating understanding  Conventions of academic writing  Conventions of review writing: style and structure  Understanding & application of relevant & related vocabulary | The Plot and structure of *Macbeth*  Stage craft: staging, dramatic irony, purpose of stage directions  Characters: role, representations, characterisation  Themes: purpose and development.  Role of contextual knowledge (social, historical and literary) in illuminating understanding  Conventions of academic writing  Conventions of report writing: style and structure  Understanding & application of relevant & related vocabulary | Social and historical context relating to C.19th non-fiction texts: education, health, political and economic status of Britain, science, religion, morality, the family & the position of women.  Understanding question types and command words  Persuasive devices  Features of viewpoint writing  Conventions of leaflets and guides.  Understanding & application of relevant & related vocabulary | The Plot and structure of *an Inspector Calls*  Stage craft: staging, dramatic irony, purpose of stage directions  Characters: role, representations, characterisation  Themes: purpose and development.  Role of contextual knowledge (social, historical and literary) in illuminating understanding  Conventions of academic writing  Conventions of formal letter writing  Understanding & application of relevant & related vocabulary | The Plot and structure of *an Inspector Calls*  Stage craft: staging, dramatic irony, purpose of stage directions  Characters: role, representations, characterisation  Themes: purpose and development.  Role of contextual knowledge (social, historical and literary) in illuminating understanding  Conventions of spoken presentations  Effective presentation devices  Understanding & application of relevant & related vocabulary |
| Skills | Search and locate  Close reading analysis  Narrative structuring  Writing effective and engaging description  Using literature as a style model to inspire narrative writing | Close reading of extracts: dramatic context, character development and thematic development.  Structuring a written response to a selected extract  Using an academic register.  Articulating a clear view point  Persuading effectively | Close reading analysis  Academic essay writing on character/ theme/dramatic structure  Using an academic register.  Articulating a clear view point  Summarising findings and making recommendations | Search and locate  Close reading analysis  Identifying persuasive techniques  Articulating a clear view point | Close reading of extracts: dramatic context, character development and thematic development.  Structuring a written response to a selected extract  Using an academic register.  Rhetorical devices and their application | Spoken presentation skills: structure and using PowerPoint and handouts to supplement and support  Rhetorical devices and their application |
| Teacher assessment | English Language Component 1 sections A and B | Shakespeare extract analysis  Review exam task | Critical essay on *Macbeth*  Report exam task | English Language Component 2 Section A  Leaflet exam task | *An Inspector Calls* essay question  Formal letter exam task | Filmed spoken language presentation |
| Interleaving | Knowledge of VSSPS  Understanding the effect of a range of narrative & descriptive techniques & figurative devices  The importance of structure to the construction of meaning  The development of theme across a text  The effect of narrative voice  How contextual knowledge of social, historical and literary factors can illuminate our understanding  The effect of literary devices and structures  Academic essay writing skills | Knowledge of VSSPS  Understanding the effect of a range of narrative, descriptive & dramatic techniques & figurative devices  The importance of structure to the construction of meaning  The development of theme across a text  The effect of literary devices and structures and their relationship to poetry  The effect of stage craft  How contextual knowledge of social, historical and literary factors can illuminate our understanding  Academic essay writing skills | Knowledge of VSSPS  Understanding the effect of a range of narrative & descriptive techniques & figurative devices  The importance of structure to the construction of meaning  The development of theme and ideas across a text  The effect of literary devices and structures  How contextual knowledge of social, historical and literary factors can illuminate our understanding  The effect of poetic voice/persona and its relationship to narrative voice in prose  Academic essay writing skills | Knowledge of VSSPS  Understanding the effect of a range of descriptive techniques & figurative devices  The importance of structure to the construction of meaning  The development of an idea across a text.  The application of literary devices to non-fiction texts  information in non-fiction texts  Rhetorical features and their application  Development of viewpoint and a convincing line of argument.  Academic essay writing skills | Knowledge of VSSPS  Understanding the effect of a range of descriptive techniques & figurative devices  The importance of structure to the construction of meaning  The development of an idea across a text.  Rhetorical devices and their application  The effect of dramatic devices  How contextual knowledge of social, historical and literary factors can illuminate our understanding  Academic essay writing skills | Knowledge of VSSPS  The importance of structure to the construction of meaning  The effect of dramatic devices  Use of rhetorical features and persuasive devices and their effects  Organisation and structure of oral presentations.  Transferring skills from essay writing to preparing a spoken presentation |
| Rationale & sequencing | Focus on English Language Component 1 to begin the GCSE course introduces the style and range of reading skills required for study across both the Language and Literature courses, whilst building on the skills developed at KS3. Narrative writing provides an opportunity to make practical application of the devices and techniques used in the texts studied. | Shakespeare is the first set Literature text we study in KS4 as it develops a direct line from the Shakespeare studied at KS3. It is also the longest set text and early study provides multiple opportunities to revisit and embed knowledge. | Shakespeare is the first set Literature text we study in KS4 as it develops a direct line from the Shakespeare studied at KS3. It is also the longest set text and early study provides multiple opportunities to revisit and embed knowledge. | At this point, we have covered several transactional/ persuasive writing tasks. The knowledge & skills developed here are reapplied to analytic reading of informative texts. This further develops writing by providing good models and adds an additional dimension to the reading skills used in analysis of prose and drama and considering the implications of purpose, form and audience. | Studying C.20th drama after Shakespeare demonstrates the lasting influence of Shakespeare’s work on dramatic techniques. The importance of context to understanding the play prepares students for the close focus on context and its influence in the study of the novel in Y11. | Brings together the knowledge and skills developed across the year but applied in spoken contexts. This is an independent project which involves practical application of reading and writing skills. |
| Personal development | The range of short stories used cover relatable issues of bullying, sibling rivalry, first love and family tensions. By developing empathetic responses we support our students in reaching emotional maturity. | Shakespeare’s enduring relevance relates to his pre-eminent understanding of human behaviour and motivation. The personal issues covered in Macbeth relate to ambition, jealousy, power and control. | Shakespeare’s enduring relevance relates to his pre-eminent understanding of human behaviour and motivation. The personal issues covered in Macbeth relate to ambition, jealousy, power and control. | Develops understanding of the media and its function. | Explores making moral choices and personal and social responsibility. Focus on the importance of society and our place in it. | Exploring a topic of personal interest to engage others develops confidence and self-esteem. |
| Cultural capital | Narratives are important vehicles in our culture for creating dialogues and raising awareness of social issues. | Shakespeare is a cultural icon who has a huge influence on both literary and popular culture. Knowledge of his work and influence is central to understanding British culture. | Shakespeare is a cultural icon who has a huge influence on both literary and popular culture. Knowledge of his work and influence is central to understanding British culture. | Understanding rhetoric supports the development of an elaborate code and ability to articulate ideas clearly and effectively, whilst also developing healthy awareness of the influence viewpoint and the need to be well informed. | *An Inspector Calls* is a key post-war text of significance influence. Its context helps students understand the background to the welfare state and the establishment of the NHS crucial aspects of British values. | Strong presentation skills are self-esteem building and make links between personal interests and their place in our wider culture |
| Careers links & transferable employability skills | Functional Literacy  Effective communication in writing  Higher order thinking skills | Functional Literacy  Effective communication in writing  Higher order thinking skills  Journalism | Functional Literacy  Effective communication in writing  Higher order thinking skills  Report writing | Functional Literacy  Effective communication in writing  Higher order thinking skills  Journalism/copy writing | Functional Literacy  Effective communication in writing  Higher order thinking skills  Formal letter writing | Functional Literacy  Effective communication in writing  Higher order thinking skills  Presentation skills |