**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 FictionText: In-house short story anthologyEDUQAS GCSE English Language Component 1 Sect. A | ShakespeareSet text: *Macbeth,* William ShakespeareEDUQAS GCSE English Literature Component 1 Sect. A | ShakespeareSet text: *Macbeth,* William ShakespeareEDUQAS GCSE English Literature Component 1 Sect. A | C.19th and C.21st Non-fictionEDUQAS GCSE English Language Component 2 Sect. A | Drama*An Inspector Calls,* J B PriestleyEDUQAS GCSE English Literature Component 2 Sect. A | Drama*An Inspector Calls,* J B PriestleyEDUQAS GCSE English Literature Component 2 Sect. A |
| Writing | Narrative WritingEDUQAS GCSE English Language Component 1 Sect. BInterleaving: *Crafting Brilliant Sentences* | Review WritingEDUQAS GCSE English Language Component 2 Sect. BInterleaving: *Crafting Brilliant Sentences* | Report WritingEDUQAS GCSE English Language Component 2 Sect. BInterleaving: *Crafting Brilliant Sentences* | LeafletEDUQAS GCSE English Language Component 2 Sect. BInterleaving: *Crafting Brilliant Sentences* | Formal letterEDUQAS GCSE English Language Component 2 Sect. BInterleaving: *Crafting Brilliant Sentences* | PresentationEDUQAS GCSE English Language Component 3 Individual spoken presentationInterleaving: *Crafting Brilliant Sentences* |
| Knowledge | Understanding question types and command words A range of narrative strategiesGenre conventions – including the short story as genreEffects of narrative voiceDescriptive and figurative devices and their effectsLinks between appreciating the craft of the writer and application of techniques to own writingUnderstanding & application of relevant & related vocabulary | The Plot and structure of *Macbeth*Stage craft: staging, dramatic irony, purpose of stage directionsCharacters: role, representations, characterisationThemes: purpose and development.Role of contextual knowledge (social, historical and literary) in illuminating understandingConventions of academic writingConventions of review writing: style and structureUnderstanding & application of relevant & related vocabulary | The Plot and structure of *Macbeth*Stage craft: staging, dramatic irony, purpose of stage directionsCharacters: role, representations, characterisationThemes: purpose and development.Role of contextual knowledge (social, historical and literary) in illuminating understandingConventions of academic writingConventions of report writing: style and structureUnderstanding & 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 devicesFeatures of viewpoint writingConventions 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 directionsCharacters: role, representations, characterisationThemes: purpose and development.Role of contextual knowledge (social, historical and literary) in illuminating understandingConventions of academic writingConventions of formal letter writingUnderstanding & application of relevant & related vocabulary | The Plot and structure of *an Inspector Calls*Stage craft: staging, dramatic irony, purpose of stage directionsCharacters: role, representations, characterisationThemes: purpose and development.Role of contextual knowledge (social, historical and literary) in illuminating understandingConventions of spoken presentationsEffective presentation devicesUnderstanding & application of relevant & related vocabulary |
| Skills | Search and locateClose reading analysisNarrative structuringWriting effective and engaging descriptionUsing 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 extractUsing an academic register.Articulating a clear view pointPersuading effectively | Close reading analysisAcademic essay writing on character/ theme/dramatic structureUsing an academic register.Articulating a clear view pointSummarising findings and making recommendations | Search and locateClose reading analysisIdentifying persuasive techniquesArticulating a clear view point | Close reading of extracts: dramatic context, character development and thematic development.Structuring a written response to a selected extractUsing an academic register.Rhetorical devices and their application | Spoken presentation skills: structure and using PowerPoint and handouts to supplement and supportRhetorical devices and their application |
| Teacher assessment | English Language Component 1 sections A and B | Shakespeare extract analysisReview exam task | Critical essay on *Macbeth*Report exam task | English Language Component 2 Section ALeaflet exam task | *An Inspector Calls* essay questionFormal letter exam task | Filmed spoken language presentation |
| Interleaving | Knowledge of VSSPS Understanding the effect of a range of narrative & descriptive techniques & figurative devicesThe importance of structure to the construction of meaningThe development of theme across a textThe effect of narrative voiceHow contextual knowledge of social, historical and literary factors can illuminate our understandingThe effect of literary devices and structuresAcademic essay writing skills |  Knowledge of VSSPS Understanding the effect of a range of narrative, descriptive & dramatic techniques & figurative devicesThe importance of structure to the construction of meaningThe development of theme across a textThe effect of literary devices and structures and their relationship to poetryThe effect of stage craftHow contextual knowledge of social, historical and literary factors can illuminate our understandingAcademic essay writing skills | Knowledge of VSSPS Understanding the effect of a range of narrative & descriptive techniques & figurative devicesThe importance of structure to the construction of meaningThe development of theme and ideas across a textThe effect of literary devices and structuresHow contextual knowledge of social, historical and literary factors can illuminate our understandingThe effect of poetic voice/persona and its relationship to narrative voice in proseAcademic essay writing skills | Knowledge of VSSPS Understanding the effect of a range of descriptive techniques & figurative devicesThe importance of structure to the construction of meaningThe development of an idea across a text.The application of literary devices to non-fiction textsinformation in non-fiction textsRhetorical features and their applicationDevelopment 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 devicesThe importance of structure to the construction of meaningThe development of an idea across a text.Rhetorical devices and their applicationThe effect of dramatic devicesHow contextual knowledge of social, historical and literary factors can illuminate our understandingAcademic essay writing skills | Knowledge of VSSPSThe importance of structure to the construction of meaningThe effect of dramatic devicesUse of rhetorical features and persuasive devices and their effectsOrganisation 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 LiteracyEffective communication in writingHigher order thinking skills | Functional LiteracyEffective communication in writingHigher order thinking skillsJournalism | Functional LiteracyEffective communication in writingHigher order thinking skillsReport writing | Functional LiteracyEffective communication in writingHigher order thinking skillsJournalism/copy writing | Functional LiteracyEffective communication in writingHigher order thinking skillsFormal letter writing  | Functional LiteracyEffective communication in writingHigher order thinking skillsPresentation skills |