

KAA Curriculum Overview		English	Year 10	EOY Exam	Sequencing and Progression	
<b>Rationale</b> <i>Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.</i>				<b>English Literature Paper 1</b> (Shakespeare and the 19th century novel)	<b>How does this year build on what they've learnt last year?</b>	<b>How will it benefit them as they move forward next year?</b>
<p>The Year 10 English curriculum begins with the study of five war poems in the 'Power and Conflict' anthology, while also embedding a range of fiction and nonfiction extracts to expose students to the basic skills required for both GCSE Literature and Language, such as comprehension, inference, and language analysis, and prepare them for the upcoming rigours of the GCSE. These extracts also serve to broaden students' cultural capital by furnishing with a greater understanding of the contributing factors surrounding major historical conflicts including but not limited to WWI, WW2, the Crimean War, and the Iraq war, and to scaffold their ability to access key themes explored in the poems. In Friday lessons, students have the opportunity to read <i>A Christmas Carol</i> cover to cover, ensuring that they have a strong grasp of key events and characters. Students then use their comprehension of the key plot events and characters of <i>A Christmas Carol</i> to approach the text from an analytical perspective. Each week, lessons are planned to explore a specific character or theme in detail, and embed close analysis of key extracts in line with the GCSE task.</p> <p>At the beginning of the Spring term, students return to the GCSE English Language Paper 1 Reading skills introduced at the beginning of the year; however, this unit offers a greater focus on explicitly teaching exam technique in the run-up to the formal Language I Reading assessment at the end of the half term. Each week, students are exposed to an unseen fiction extract, and explicitly taught the discreet skills needed for each question. Friday lessons are used to give students the opportunity to read <i>Macbeth</i> cover to cover, with the option of watching the play in performance to support reading, to maximise students' understanding of the plot. In Spring 2, students will study <i>Macbeth</i> in further depth, which a greater focus on the analytical and evaluate writing skills needed for GCSE Literature Paper 1. Each week, students will explore a new theme or character from the play, analysing a broad range of unseen extracts from the play to prepare them for their formal unseen assessment at the end of the term.</p> <p>In Summer 1, students are introduced to AQA English Language Paper 2 for the first time. While students will return to the basic skills of reading comprehension and analysis, they will also learn new writing skills when crafting comparative summaries and evaluations of writers' perspectives. Each week, students will work with one pair of extracts (one 19<sup>th</sup> century text and one modern text) and practise the reading and writing skills required for Questions 1-4 of the reading section. Friday lessons will focus on speech writing in preparation for the AQA Spoken Language component. Students will develop their understanding of effective speech writing from previous key stages to write up a full speech (introduction, 3-4 main paragraphs, and conclusion) which will be performed and assessed at the beginning of Summer 2.</p> <p>In the final half term of the year, Year 10 students will complete 4 weeks of revision focusing specifically on content and skills required for English Literature Paper 1 and English Language Paper 1. Following their completion of their End of Year assessments, review lessons will be planned around Year 10 Work Experience to ensure that students receive and respond to feedback critical for their development at the beginning of Year 11.</p>				<p>Students will have 1 hour and 45 minutes to craft one <i>Macbeth</i> response and one <i>A Christmas Carol</i> response. Students are required to analyse an unseen extract from each text in response to a theme or character question, linking their close-analysis of the extract to moments from the text as a whole.</p> <p><b>English Language Paper 1</b> (Fiction)</p> <p>Students will have 1 hour and 45 minutes to complete the reading section of AQA Language 1, as well as the creative writing section, where they will be given a choice between a descriptive and narrative writing task.</p>	<p>The explicit instruction of key vocabulary and concepts such as tyranny, propaganda, oppression, exploitation and barbarism throughout the teaching of <i>Animal Farm</i>, <i>London through time</i>, and <i>Richard III</i> in Year 9 provides a solid platform for students to access ideas explored in key GCSE literature texts such as the Power &amp; Conflict Poetry Anthology and <i>Macbeth</i>.</p> <p>Furthermore, through reading and analysing the GCSE drama text, <i>An Inspector Calls</i>, in Year 9, students are well-equipped to discuss ideas about charity, generosity, and social responsibility in <i>A Christmas Carol</i>.</p>	<p>The content and skills covered in Year 10 are critical for students' success in their GCSE examinations at the end of Year 11.</p>
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Link to MTP Overview</b>	<a href="https://docs.google.com/document/d/1oUAKeoRbRA9XUrcPkB8C0nsl1RsPk60NQMFkII56mTI/edit">https://docs.google.com/document/d/1oUAKeoRbRA9XUrcPkB8C0nsl1RsPk60NQMFkII56mTI/edit</a>	<a href="https://docs.google.com/document/d/1h_tH1Qf5gSBKzREC3JJCt-nCNsb8nUEWyQHjKRIsH6c/edit">https://docs.google.com/document/d/1h_tH1Qf5gSBKzREC3JJCt-nCNsb8nUEWyQHjKRIsH6c/edit</a>	<a href="https://docs.google.com/document/d/15SzeZMXNvUiyPoAY7-JmHGcPYdwtU8FuVEJhyR0hTIQ/edit">https://docs.google.com/document/d/15SzeZMXNvUiyPoAY7-JmHGcPYdwtU8FuVEJhyR0hTIQ/edit</a>	<a href="https://docs.google.com/document/d/1p860x5X3FWgW8DWQs8LRlaFDGH56pr86baAZYjXwJU8/edit">https://docs.google.com/document/d/1p860x5X3FWgW8DWQs8LRlaFDGH56pr86baAZYjXwJU8/edit</a>	<a href="https://docs.google.com/document/d/1kr7yrMUGzZ1N1raACF2zsjthlUTb042ePAbMtUFghJw/edit">https://docs.google.com/document/d/1kr7yrMUGzZ1N1raACF2zsjthlUTb042ePAbMtUFghJw/edit</a>	<a href="https://docs.google.com/document/d/1cBwKjBNaP7rYP80tpi6sHW8JYPgRWzGjvQbJDhLcjR4/edit">https://docs.google.com/document/d/1cBwKjBNaP7rYP80tpi6sHW8JYPgRWzGjvQbJDhLcjR4/edit</a>
<b>Topic studied &amp; Fertile Question</b>	<p><b>Topic:</b> Poetry and GCSE Skills <b>FQ:</b> Can war be put into words? Students will study:</p> <ul style="list-style-type: none"> <li>- Remains</li> <li>- Kamikaze</li> <li>- Exposure</li> <li>- War Photographer</li> <li>- Bayonet Charge</li> </ul> <p>This unit aims to introduce Year 10 students to the war poems in their anthology as well as beginning to analyse unseen</p>	<p><b>Topic:</b> A Christmas Carol <b>FQ:</b> Does money make you happy?  This is the second literature unit for students.  Having already read ACC in Autumn 1, students will spend each week looking at a different character or theme.  In their bi-weekly Big Write, students will respond to an</p>	<p><b>Topic:</b> English Language Paper 1 <b>FQ:</b> How are texts a window into someone else's world?  Students will be developing the skills introduced in Autumn 1, this time with a greater focus on the AQA Paper 1 questions. Students will study one extract a week to enable them to view a wide range of different fiction extracts, thoroughly preparing them for the unseen</p>	<p><b>Topic:</b> Macbeth <b>FQ:</b> Does power corrupt?  Having already read Macbeth, students will be spending each week looking at a different character or theme explored in the play. Lessons embed close analysis of a range of key extracts from the play, to effectively prepare students for the assessment at the end of the half term.</p>	<p><b>Topic:</b> English Language Paper 2 <b>FQ:</b> What makes words powerful?  This is the first time that students will be exposed to the reading section of AQA Language Paper 2. Students will read, analyse and compare one pair of extracts per week (one modern and one 19<sup>th</sup> century), focusing on a wide range of topics to</p>	<p><b>Topic:</b> End of Year Exams <b>FQ:</b> How do I be successful at GCSE English?  Students will spend 4 weeks revising English Language Paper 1 and English Literature Paper 1. This unit will work on both the reading and writing sections to the paper, revisiting ideas from earlier in the term.</p>

	<p>fiction and nonfiction extracts related to the theme.</p> <p>Students return to the basic skills of reading: comprehension, language analysis and structural analysis. These skills are the basis of both the English Literature and Language elements of their GCSE examination.</p> <p>Students will spend 1 lesson a week reading Dickens's <i>A Christmas Carol</i> in order to prepare them for an in-depth analytical study of the text in Autumn 2.</p>	<p>unseen extract from the text based on a specific character or theme, and link this extract to moments elsewhere in the text studied in previous weeks. This will prepare them for the GCSE question and give them the necessary skills to link to the rest of the novel with confidence.</p> <p>Students will spend 1 lesson a week developing their speech-writing skills in preparation for English Language Paper 2 Section B (writing), and the Spoken Language component which they perform in Summer 2.</p>	<p>assessment. Their bi-weekly Big Writes will also see them approach an unseen text independently, to challenge their reading comprehension, inference and analysis. After spending 4 weeks studying questions 1-4, students will be assessed on the reading section of the exam.</p> <p>Students will spend Friday lessons reading Shakespeare's <i>Macbeth</i> cover-to-cover, in preparation for their in-depth study of the play the following half term.</p>	<p>In their bi-weekly Big Writes, students will be given an unseen extract based on the specific theme or character studied that week, which they will have to link to other relevant moments from the play as a whole.</p> <p>Students will have the opportunity to consider and broaden their understanding of the conventions of Shakespearean tragedy, the Elizabethan era, and Shakespeare's intentions.</p> <p>In their Friday lessons, students will return to and develop their descriptive writing skills in preparation for their Lang Paper 1 EOY exam.</p>	<p>prepare them to approach unseen texts in their assessment.</p> <p>Students will work on questions 1- for 4 weeks before completing their assessment at the beginning of Week 5.</p> <p>In their Friday lessons, students will return to speech writing in preparation for the Speaking &amp; Listening component of GCSE English Language. Students will write and perform their speeches, which are assessed and recorded according to AQA guidelines.</p>	<p>Following the exams, students will have the opportunity to review their assessments and respond to feedback to put them in the best possible position at the beginning of Year 11.</p>
<b>Adjustments following last assessments / evaluation.</b>	<ul style="list-style-type: none"> <li>- Introduce comparative skills earlier in the SOW to ensure that students are well-equipped to be successful in the final assessment</li> </ul>					
<b>Key knowledge and skills students need to have gained by the end of the unit</b>	<p><b>Skills and Conceptual Understanding:</b></p> <p><b>Language:</b></p> <p><b>AO1:</b> Identify and interpret explicit and implicit information and ideas and ideas &amp; Select and synthesise evidence from different texts</p> <p><b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</p> <p><b>Literature</b></p> <p><b>AO1:</b> Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> </ul>	<p><b>Skills and Conceptual Understanding:</b></p> <p><b>AO1:</b> Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>- maintain a critical style and develop an informed personal response</li> <li>- use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p><b>AO2:</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p><b>AO3:</b> Show understanding of the relationships between texts and the contexts in which they were written.</p> <p><b>AO4:</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate</p>	<p><b>Skills and Conceptual Understanding:</b></p> <p><b>AO1:</b> Identify and interpret explicit and implicit information and ideas and ideas &amp; Select and synthesise evidence from different texts</p> <p><b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</p> <p><b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and</p> <p><b>AO6:</b></p>	<p><b>Skills and Conceptual Understanding:</b></p> <p><b>AO1:</b> Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>- maintain a critical style and develop an informed personal response</li> <li>- use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p><b>AO2:</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p><b>AO3:</b> Show understanding of the relationships between texts and the contexts in which they were written.</p> <p><b>AO4:</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p><b>ENGLISH LIT PAPER 1 WEIGHTINGS (AO1 15%, AO2</b></p>	<p><b>Skills and Conceptual Understanding:</b></p> <p><b>AO1:</b> Identify and interpret explicit and implicit information and ideas and ideas &amp; Select and synthesise evidence from different texts</p> <p><b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p><b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</p> <p><b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and</p>	<p><b>Skills and Conceptual Understanding:</b></p> <p><b>AO1:</b> Identify and interpret explicit and implicit information and ideas and ideas &amp; Select and synthesise evidence from different texts</p> <p><b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><b>AO3</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</p> <p><b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and</p>

	<ul style="list-style-type: none"> <li>use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p><b>AO2:</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p><b>AO3:</b> Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>spelling and punctuation.</p> <p><b>ENGLISH LIT PAPER 1 WEIGHTINGS (A01 15%, A02 15%, A03 7% A04 2.5%)</b></p>	<p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	<p><b>15%, A03 7% A04 2.5%)</b></p>	<p>audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p><b>A06:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p><b>A06:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>
<p><b>How is understanding assessed at the end of the unit?</b></p>	<p><b>Compare how poets present the impact of conflict in 'Remains' and one other poem from 'Power and Conflict'</b></p>	<p><b>Starting with this extract, explore how Dickens presents the importance of family.</b></p>	<p><b>English Language Paper 1 Section A (Reading)</b></p>	<p><b>Starting with this extract, explore how Shakespeare presents Lady Macbeth as a character who changes.</b></p>	<p><b>English Language Paper 2 Section A (Reading)</b></p>	<p><b>English Literature Paper 1</b> <b>English Language Paper 1</b></p>