

English Department Year 10 Long-term Sequencing

*I walk in the ways of righteousness, along the paths of justice (Proverbs 8:20)*

The Year 10 curriculum is centred around the theme of **righteousness** - the texts chosen explore social issues such as poverty, class and gender politics, and explore ideas of morality, forcing students to consider what is ethically right and wrong. This year, students will build on their understanding developed in KS3 that they developed in terms of structure, genre, form, context, metaphor, argument and vocabulary. Contextually, students will build on their knowledge developed during KS3 of the literary timeline, and key facts about society, particularly during the 19th and 20th centuries. Students will also apply their knowledge of metaphor as they learn how texts can function as allegories, such as *A Christmas Carol* and *An Inspector Calls*. They will also exercise these skills on unseen texts, through their study of extracts in English Language, and be able to write using figurative language themselves when writing creative and transactional pieces. In terms of their understanding of argument, students employ the expository writing skills that they honed throughout KS3 to write independently and at speech about the set texts. They will also learn specific structures for answering English Language reading questions. They will also continue to develop their academic vocabulary through explicit vocabulary teaching of tier 2 vocabulary linked to their topics.

English Literature

Loving	Hopeful	Loving
<p><b><u>Term 1: A Christmas Carol</u></b></p> <p><b>Core text:</b> Students will read the entirety of Dickens’ 1843 novella ‘A Christmas Carol’ in its original form</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>● Key features of morality tales</li> <li>● Key features of the rebirth tale</li> <li>● How writers use texts as allegories to comment on social issues</li> <li>● How writers create character foils to create comparisons in characterisation</li> <li>● Who Charles Dickens was and what factors influenced his sociopolitical views</li> <li>● What life was like for the poor and children in the Victorian era</li> <li>● How Victorian attitudes towards Christmas were changing and influenced Dickens’ writing</li> <li>● How to identify and comment on a writers’ use of semantic field</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Daily retrieval practice, regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment (GCSE-style)</p>	<p><b><u>TERM 2: Power and Conflict Poetry</u></b></p> <p><b>Core text:</b> Students will read a selection of poetry written from 1749-present day, including a range of Romantic poems and poetry written during WW1. Poets include Percy Shelley, William Wordsworth, Wilfred Owen, Carol Ann Duffy and John Agard.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>● How to identify and comment on writers’ use and adaptation of poetic form, including the sonnet form</li> <li>● How writers use sound painting including sibilance, fricatives and plosives to create effects</li> <li>● How writers use structural features including caesura, end-stopping and enjambment to create effects</li> <li>● How writers use different rhyming patterns, including free verse and slant rhyme, to create effects</li> <li>● How the writers of the Power and Conflict collection are influenced by the contexts in which they write</li> <li>● How to write comparatively about poems studied</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Daily retrieval practice, regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment (GCSE-style)</p>	<p><b><u>TERM 3: An Inspector Calls</u></b></p> <p><b>Core text:</b> Students will read the entirety of Priestley’s 1944 stage-play ‘An Inspector Calls’ in its original form</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>● Key features of morality plays</li> <li>● How to identify and comment on a writer’s use of dramatic techniques to create effects</li> <li>● The key features of a well-made play and its effects on the audience</li> <li>● Key features of the crime thriller and its effect on readers</li> <li>● How to identify and comment on the effects of a plot twist</li> <li>● How and society changed dramatically during the 20th century social change</li> <li>● The differences between socialism and capitalism and how these ideologies influence the text and society</li> <li>● Key facts about the impact of WW2 on modern society and writing</li> <li>● How attitudes towards women’s rights changed in the 20th century, and how these ideas are expressed in the text</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment (GCSE-style)</p>

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English Language					
Active	Eloquent				
<p><b><u>HALF TERM 1: Explorations in Creative Reading</u></b></p> <p><b>STUDENTS MUST KNOW;</b></p> <ul style="list-style-type: none"> <li>How to navigate and effectively comprehend GCSE-style extracts and how to read them</li> <li>How to identify and comment on the writer’s use of structure, including the effect of flashbacks, zooming in, shift or switch in narrative focus, Juxtaposition</li> <li>How to comment on and identify the effects of language</li> <li>How to using evaluative verbs and adverbs when expressing ideas about texts</li> <li>Writing evaluatively in response to critical viewpoint / use of structures for GCSE English Language writing</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment (GCSE-style)</p>	<p><b><u>HALF TERM 2: Language Paper 1 - Reading Exam Skills</u></b></p> <p><b>STUDENTS MUST KNOW;</b></p> <ul style="list-style-type: none"> <li>How to identify and interpret explicit information in a narrative/fiction text</li> <li>How to analyse the writers’ use of language and structure</li> <li>How to use key terminology to describe language and structure</li> <li>How to evaluate a critical viewpoint on a text</li> <li>How to answer GCSE Language Paper 1 Q1-4</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment (GCSE-style)</p>	<p><b><u>HALF TERM 3: Creative Writing</u></b></p> <p><b>STUDENTS MUST KNOW;</b></p> <ul style="list-style-type: none"> <li>How to write creative descriptions and narratives</li> <li>How to communicating clearly, effectively and imaginatively</li> <li>How to select and adapt tone, style and register for different forms</li> <li>How to organise information and ideas coherently</li> <li>How to use a range of vocabulary and sentence structures for effect</li> <li>How to write using accurate SPAG</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment (GCSE-style)</p>	<p><b><u>HALF TERM 4: Writers’ Viewpoints and Perspectives (Reading)</u></b></p> <p><b>STUDENTS MUST KNOW;</b></p> <ul style="list-style-type: none"> <li>How to identify and interpret explicit information in a non-fiction/transactional text</li> <li>How to analyse the writers’ use of language and structure</li> <li>Key terminology to describe language and structure in non-fiction</li> <li>How to compare writers’ viewpoints and perspectives</li> <li>How to answer GCSE Language Paper 2 Q1-4</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment (GCSE-style)</p>	<p><b><u>HALF TERM 5: Writers’ Viewpoints and Perspectives (Writing)</u></b></p> <p><b>STUDENTS MUST KNOW;</b></p> <ul style="list-style-type: none"> <li>How to write nonfiction, transactional texts</li> <li>How to communicating clearly, effectively and imaginatively</li> <li>How to select and adapt tone, style and register for different forms</li> <li>How to organise information and ideas coherently</li> <li>How to use a range of vocabulary and sentence structures for effect</li> <li>How to write using accurate SPAG</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment (GCSE-style)</p>	<p><b><u>HALF TERM 6: Spoken Language Endorsement</u></b></p> <p><b>STUDENTS MUST KNOW;</b></p> <ul style="list-style-type: none"> <li>How to demonstrate presentation skills in a formal setting</li> <li>How to listen and response appropriately to spoken language, including to questions and feedback on presentations</li> <li>How to use spoken Standard English effectively in speeches or presentations</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment (GCSE-style)</p>

**Home learning set will consist of a combination of** self-quizzing, key spelling and key word practice; exam practice questions linked to units. Students have a dedicated revision padlet that they can access additional resources on to support independent revision. Students will complete weekly quizzing on the platform ‘educake’