

# English

Year 10

## Curriculum Overview

**Intent: Year 10-** By the end of the year the curriculum will allow students to extend their knowledge of a range of literary and non-literary texts. This will allow them to extend their subject specific knowledge and understanding and disciplinary skill gained at key stage 3 to confidently approach their GCSE courses. The study of a range of set texts will allow students to develop their skills in all aspects of the discipline with an increasing level of fluency, perception and independence. Students will confidently explore how meaning is created in the texts that they read and embed their responses in an analytical and increasingly evaluative framework. Their writing will show independence and a degree of maturity as they confidently express themselves effectively for a variety of audiences and purposes. Students will further develop their speaking and listening skills through carefully guided activities linked to their classroom study. This will allow them to secure a confident demonstration of their ability in the spoken language endorsement for GCSE. The chosen exam board for GCSE English is AQA.



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
<b>Core Course Topic:</b> These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	<b>Chosen 19<sup>th</sup> Century Novel: A Christmas Carol and Language Paper 1</b>  Pupils will extend their knowledge of prose texts and use the requirements of the exam criteria to be able to produce an evaluative, written response. Pupils will also extend their knowledge of the nuances of impactful descriptive and narrative writing techniques	<b>Chosen 19<sup>th</sup> Century Novel: A Christmas Carol and Language Paper 1</b>  Pupils will extend their analysis skills by focusing on one 19th Century text and consider the character, themes and ideas presented by the writer. They will also consider how these themes are presented alongside the context.	<b>Chosen Shakespeare play: Macbeth</b>  Pupils will extend their knowledge of Shakespeare's work and engage with paper one texts using the requirements of the exam criteria to be able to produce an evaluative, written response.	<b>Language Paper 2 Section A (reading)</b>  Pupils will extend the knowledge of non-fiction for Language paper two texts and use the requirements of the exam criteria to be able to produce an evaluative, written responses.	<b>Chosen Modern Drama text: An Inspector Calls</b>  Pupils will extend their knowledge of modern texts for the paper two section A, using the exam criteria to produce an analytical writing response.	<b>Language Paper 2 Writing and Spoken Language</b>  Pupils will extend their knowledge of Lang paper 2 writing task and Spoken Word task. They will be able to understand and use the requirements of the exam criteria to be able to produce an evaluative, written response.
<b>Additional support links:</b> Here are links to additional resources which will help your child	<a href="#">A Christmas Carol</a>	<a href="#">Language Paper 1</a>	<a href="#">Macbeth</a>	<a href="#">Non-Fiction Reading</a>	<a href="#">An Inspector Calls</a>	<a href="#">Spoken Language</a>
<b>Knowledge:</b> Included here is the specific knowledge your child will learn in detail	Extending prior knowledge and understanding of texts to identify, understand and analyse how writer's use: <ul style="list-style-type: none"> <li>How the writer uses character, structure and setting to communicate their ideas</li> <li>The context of production and reception over time</li> <li>Ideas in the texts are contextually linked and shaped by society at the time.</li> <li>The ability to engage with the text and cross-reference the ideas as a whole to formulate a perceptive and critical argument.</li> </ul>	Extending prior knowledge and understanding of texts to identify, understand and analyse how writer's use: <ul style="list-style-type: none"> <li>Narrative voice</li> <li>Character</li> <li>Setting and atmosphere</li> <li>Methods of creating meaning</li> <li>Context</li> <li>Language choices.</li> <li>Structural choices</li> <li>To convey key ideas and themes throughout a text.</li> </ul> Section B: Extending prior knowledge of a range of imaginative texts and how using <ul style="list-style-type: none"> <li>Language</li> <li>Genre</li> <li>Intonation</li> <li>Figurative language</li> <li>Structural features.</li> <li>Can manipulate a reader and create investment in the text.</li> </ul>	Extending prior knowledge and understanding of texts to identify, understand and analyse how writer's use: <ul style="list-style-type: none"> <li>How the writer uses character, structure and setting to communicate their ideas.</li> <li>Understanding the context of production and reception over time</li> <li>Ideas in the texts are contextually linked and shaped by society at the time.</li> <li>The ability to engage with the whole text and tracking character and theme throughout in order to formulate a perceptive and critical argument.</li> </ul>	Extending prior knowledge of non-fiction texts in order to understand and analyse how the writer's use: <ul style="list-style-type: none"> <li>implicit and explicit meanings</li> <li>contextual situations to influence their text</li> <li>language and structure to create meaning</li> <li>The ability to consider the structure of a text</li> <li>Form, tone and a range of other methods to influence reader response</li> <li>Convey their ideas and perspectives</li> </ul>	Extending their prior knowledge and understanding of a modern text (PLAY) in order to identify, understand and analyse how writer's use: <ul style="list-style-type: none"> <li>character, structure, setting to communicate their ideas.</li> <li>Context of production and reception over time</li> <li>Ideas in the texts convey the context and setting of society at the time</li> <li>Methods to engage readers and create meaning (Language and structure)</li> <li>Ideas that are developed throughout a whole text</li> <li>Ideas, which can be linked and discussed to formulate a perceptive and critical argument.</li> </ul>	Extending their prior knowledge of non-fiction texts in order to be able to write in style with knowledge of: <ul style="list-style-type: none"> <li>Vocabulary and sentence structure for quality, purpose and effect.</li> <li>Accurate spelling and punctuation</li> <li>How to communicate clearly, effectively and with imagination</li> <li>How to select and adapt tone, style and register for different forms, purposes and audiences.</li> </ul>
<b>Skills:</b> Included here is the specific	Extending prior knowledge of 19th Century Prose to be able to:	Extending prior learning of analytical skills to be able to:	Extending prior knowledge of Shakespeare texts to a whole text in order:	Extending their knowledge and understanding of non-fiction texts and be able to:	Extending their knowledge and understanding of the modern form and style to be able to:	Extending their knowledge and understanding of non-fiction in order to use the skills

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<p>skills your child will learn in detail</p>	<ul style="list-style-type: none"> <li>To understand the writers' ideas and intended meaning.</li> <li>Understanding how the writer uses a range of methods to create a reflection of, and exploration of the human condition.</li> <li>Show a mature understanding of the texts by using judicious references to support an evaluative argument.</li> <li>To focus on the text as a conscious construct of the writer.</li> </ul>	<ul style="list-style-type: none"> <li>to identify and interpret explicit and implicit information and ideas</li> <li>Choose references and quotations to support ideas</li> <li>Identify, comment on and explain how writers create meaning</li> <li>Identify, comment on and explain the effect of meanings created in the text.</li> <li>Considering the text as a whole construct, with the author's intentions in mind.</li> <li>Critiquing the author's intention within the text.</li> </ul> <p>Section B:                  Embedding written expression to be able to:</p> <ul style="list-style-type: none"> <li>Strategically adapt language for genre, audience, and purpose and impact.</li> <li>Write both formally and informally, to suit the needs of the genre.</li> <li>Consider how the use of structural features can be manipulated to engage the reader in the text.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the writers' ideas and intended meaning.</li> <li>Show understanding of how the writer uses a range of linguistic and structural features to create a reflection of, and exploration of the human condition.</li> <li>Show a mature understanding of the texts by using judicious references to support an evaluative argument.</li> <li>To focus on the text as a conscious construct of the writer.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the writers' ideas and intended meaning</li> <li>Understand how the writer uses a range of linguistic and structural features</li> <li>Show a mature understanding of the texts by using judicious references to support an evaluative argument.</li> <li>Focus on the text as a conscious construct of the writer.</li> <li>Make comparisons between texts with similar themes, showing understanding of the writers' viewpoints</li> <li>Formulate a perceptive and critical argument</li> <li>Apply contextual understanding critically, blending with language analysis and wider argument.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and engage with the writers' ideas and intended meaning.</li> <li>Understand how the writer uses a range of linguistic and structural features to reflect and explore the human condition.</li> <li>Show a mature understanding of the texts by using judicious references to support an evaluative argument.</li> <li>Focus on the text as a conscious construct of the writer.</li> <li>Apply contextual understanding critically, blending with language analysis and wider argument.</li> <li>Formulate a perceptive and critical argument</li> </ul>	<p>of writing to argue, persuade and advise:</p> <ul style="list-style-type: none"> <li>Conveying implicit and explicit meaning</li> <li>Using a range of linguistic and structural features</li> <li>Using a range of methods to produce a convincing argument.</li> <li>To consciously construct the text in order to have the desired impact on the reader/audience.</li> <li>To convey a point of view clearly and in an engaging manner.</li> </ul>
<p><b>Common Lexicon:</b>                  These are the key words and terms learnt. These can be found on knowledge organisers.</p>	<p>See Knowledge Organiser</p>		<p>See Knowledge Organiser</p>	<ul style="list-style-type: none"> <li>Adjectives</li> <li>Adverbs</li> <li>Adverbial</li> <li>Apostrophe</li> <li>Clause</li> <li>Cohesion</li> <li>Conjunction</li> <li>Ellipses</li> <li>Main clause</li> <li>Noun</li> <li>Noun phrase</li> <li>Preposition</li> <li>Pronoun</li> <li>Punctuation</li> <li>Received pronunciation</li> <li>Register</li> <li>Standard English</li> <li>Subordinate clause</li> <li>Synonym</li> <li>Word class</li> <li>AFOREST</li> </ul> <p><b>Command words</b>                  Identify, Interpret, Explain, analyse</p> <p><b>Mark scheme Command words-</b>                  Conceptual, Insightful, Critical, Judicious, Exploration, Evaluative</p> <p><b>Analytical verbs:</b>                  Convey, connote, suggest, highlight, evoke, imply.</p>	<ul style="list-style-type: none"> <li>Dramatic form</li> <li>Tension and suspense</li> <li>Scenes and Act sequence</li> <li>Characterisation</li> <li>Protagonist</li> <li>Voice and perspective</li> <li>Stage directions</li> <li>Audience response</li> <li>Writer's craft</li> <li>Language and imagery (Symbolism/ juxtaposition/ pathetic fallacy/ foreshadowing</li> <li>Figurative language - simile/ metaphor/ personification etc.</li> <li>Monologue</li> <li>Asides</li> <li>Exits and entrances</li> </ul> <p><b>Command words</b>                  Identify, Interpret, Explain, analyse</p> <p><b>Mark scheme Command words-</b>                  Perceptive, Insightful,</p>	<ul style="list-style-type: none"> <li>Narrative voice (tone)</li> <li>First person</li> <li>Third person</li> <li>Objective</li> <li>Subjective</li> <li>Form: article, letter, formal letter, speech, broadsheet newspaper, tabloid</li> <li>AFOREST</li> <li>Formal, informal writing</li> <li>Register</li> </ul> <p><b>Command words</b>                  Identify, Interpret, Explain, analyse</p> <p><b>Mark scheme Command words-</b>                  Conceptual, Insightful, Critical, Judicious, Exploration, Evaluative</p> <p><b>Analytical verbs:</b>                  Convey, connote, suggest, highlight, evoke, imply.</p> <p><b>Extension phrases:</b>                  Moreover, furthermore, in addition, subsequently</p>

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			<p><b>Extension phrases:</b> Moreover, furthermore, in addition, subsequently</p>	<p>Critical, Judicious, Exploration, Evaluative</p> <p><b>Analytical verbs:</b> Convey, connote, suggest, highlight, evoke, imply.</p> <p><b>Extension phrases:</b> Moreover, furthermore, in addition, subsequently</p>	
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