



Intent for Year 10 TWO YEAR ENGLISH LANGUAGE AND LITERATURE GCSE Curriculum 2020-2021

‘All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.’

Intent: Students continue to study Literature, whilst maintaining a creative exploration of writer’s craft through fiction and non-fiction writing. Students will revisit poetry, deepening an understanding of form and structure and applying historical context to the poems, and engage with unseen poetry on a more critical level, demanding confidence of understanding begun in Year 8. Through cross curricular links with careers, our year 10 students will have instruction how to compile a CV, and are further supported in this with other forms of professional writing such as formal letters and articles. Other texts are once more revisited, exploring deepening understanding of character traits within An Inspector Calls, and questioning why writers choose to set their works in a different time period. A complete Dickens work is also engaged in, building on the understanding of historical context and genre encountered in KS3. Students are also formalise their oracy skills, by presenting their own opinions in a formal setting.

COVID19: please note that our curriculum for the year has been amended to reflect the new restructuring of the Literature GCSE exam; we will not be studying the Power and Conflict poetry anthology for this academic year. We will also be assessing to establish any lost learning that occurred over the period of lockdown, and additional support within the classroom and online, will be put in place to address any potential areas that need further development.

Term	Enquiry/Topic/Unit:	Key Outcomes:	Character Education:	Assessment:	Vocabulary:	Home-Learning:
1a	<p>A Christmas Carol</p> <p>How can we develop our analytical skills?</p> <p>How does Dickens present character and themes in the novel?</p>	<p>*Students will read ‘A Christmas Carol’ and will:</p> <p>*Analyse the language, form and structure used by a writer to create meanings and effects.</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p>Formative Assessment:</p> <p>Monday Mocks (fortnightly)</p>	<p>See SoWs/Glossaries</p>	<p>Know it/think it/grasp it</p>



	<p>How is the context relevant?</p>	<p>*Use relevant subject terminology.</p> <p>*Show understanding of the relationships between texts and the context in which they were written.</p> <p>*Maintain a critical style and develop an informed personal response.</p> <p>*Use textual references, including quotations, to support and illustrate interpretations</p>				
<p>1b</p>	<p>An Inspector Calls</p> <p>How can we develop our analytical skills?</p> <p>How does Priestley present themes in the play?</p> <p>What was Priestley's purpose?</p>	<p>*Students will read 'A Christmas Carol' and will:</p> <p>*Analyse the language, form and structure used by a writer to create meanings and effects.</p> <p>*Use relevant subject terminology.</p> <p>*Show understanding of the relationships</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p>Formative Assessment:</p> <p>Monday Mocks (fortnightly)</p>	<p>See SoWs/Glossaries</p>	<p>Know it/think it/grasp it</p>



		<p>between texts and the context in which they were written.</p> <p>*Maintain a critical style and develop an informed personal response.</p> <p>*Use textual references, including quotations, to support and illustrate interpretations</p>				
2a	<p>Language Paper 1</p> <p>What do we know about Language Paper 1?</p> <p>What are the skills needed for Language Paper 1?</p> <p>How can I be successful in the exam?</p>	<p>Students will be able to:</p> <p>*Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>*Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p>Formative Assessment: Monday Mocks (fortnightly)</p> <p>Summative Assessment: HCSE</p>	<p>See SoWs/Glossaries</p>	<p>Know it/think it/grasp it</p>



		<p>terminology to support their views.</p> <p>*Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>*Evaluate texts critically and support this with appropriate textual references</p> <p>In their writing they will be able to:</p> <p>*Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>*Organise information and ideas, using structural and grammatical features</p>				
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		to support coherence and cohesion of texts. *Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.				
2b	Language Paper 2 How can we be successful responding to a Paper 2 question?	Students will be able to: Identify and interpret explicit and implicit information and ideas. *Select and synthesise evidence from different texts. *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.	Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective	Formative Assessment: Monday Mocks (fortnightly) Summative Assessment: HCSE	See SoWs/Glossaries	Know it/think it/grasp it



		<p>*Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>*Evaluate texts critically and support this with appropriate textual references.</p> <p>In their writing they will be able to:</p> <p>*Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>*Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p>				
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		*Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.				
3a and b	Speaking and Listening How can we communicate effectively with others?	Students will choose a topic for their speaking and listening assessment which they will research. They will then use the skills learnt at KS3 through the speech writing schemes of work, to write their own speech.	Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective	Formative Assessment: Monday Mocks (fortnightly)	See SoWs/Glossaries	Know it/think it/grasp it