



Intent for Year 10 EARLY ENTRY ENGLISH 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 entered for Early Entry Literature GCSE will continue to study Literature, whilst maintaining a creative exploration in writer's craft through their own Creative writing lessons and writing for purpose. 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 Shakespeare 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	A Christmas Carol How did the social/historical context of the novel affect its meaning? How can we develop our analytic skills?	*Students will read 'A Christmas Carol' and will: *Analyse the language, form and structure used by a writer to create meanings and effects. *Use relevant subject terminology. *Show understanding of the relationships between texts and the	Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective	Formative Assessment: Monday Mocks (fortnightly)	See SoWs/Glossaries	Know it/think it/grasp it



	What are the key themes in the text?	<p>context in which they were written.</p> <p>*Maintain a critical style and develop and informed personal response.</p> <p>*Use textual references, including quotations, to support and illustrate interpretations</p>				
1b	<p>An Inspector Calls</p> <p>How can we develop our analytical skills? How does Priestley present themes in the play? What was Priestley's purpose?</p>	<p>Students will build upon their previous knowledge and will revise key aspects of the play, including plot, dramatisation, characterisation, themes and writer's purpose.</p> <p>They will be able to:</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 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>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p>Formative Assessment: Monday Mocks (fortnightly)</p>	<p>See SoWs/Glossaries</p>	<p>Know it/think it/grasp it</p>



<p>2a and b</p>	<p>Macbeth</p> <p>How can we develop our analytical skills?</p> <p>How are characters and themes presented by Shakespeare?</p> <p>How is the context relevant?</p>	<p>Students will read the play 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 between texts and the context in which they were written.</p> <p>*Maintain a critical style and develop and informed personal response.</p> <p>*Use textual references, including quotations, to support and illustrate interpretations</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p>Formative Assessment: Monday Mocks (fortnightly)</p>	<p>See SoWs/Glossaries</p>	<p>Know it/think it/grasp it</p>
<p>3a</p>	<p>Revision- Literature</p> <p>How can we successfully revise for our English Literature exam?</p>	<p>Students will consolidate their understanding of the English Literature course, using annotated poems and extracts as a basis for their own independent revision.</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p>Formative Assessment: Monday Mocks (fortnightly)</p>	<p>See SoWs/Glossaries</p>	<p>Know it/think it/grasp it</p>
<p>3b</p>	<p>Speaking and Listening</p> <p>How can we communicate effectively with others?</p>	<p>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</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p>Formative Assessment: Monday Mocks (fortnightly)</p>	<p>See SoWs/Glossaries</p>	<p>Know it/think it/grasp it</p>



		of work, to write their own speech.				
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