



Chellaston Academy

English	Year 10 GCSE English Literature Curriculum
Intent <p>We aim to deliver a year 10 GCSE English literature curriculum which is accessible to all students, irrespective of starting points, where students will thrive on their love of learning. Students will build confidence and demonstrate an ability to evaluate the world around them through examining a range of literary and non-literary texts. We will provide opportunities for an enriched understanding and appreciation of our literary heritage and cultural diversity. This should lead to a respect for all through a deeper compassion and empathy with different identities. Through exposure to different texts, students will develop a critical mindset which will engender an appreciation of the wider world and learning outside of English.</p>	
Implementation <p>We want to develop independent learners; students will discover how to establish a personal line of enquiry and how to equip themselves with the skills which build resilience. We will give students the opportunity to work on their own, in pairs and in groups. We expect students to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in their development as readers and writers, ensuring learning is differentiated to enable all students to make excellent progress. Clear and precise communication skills are important to us and will become more refined as students grow in confidence. We will use agreed pedagogy to help students craft their responses to texts and become fluent readers. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be developed through retrieval practice and knowledge organisers.</p>	
Impact <p>A strong grasp of English will enable students to succeed in later life and we envisage them having a thorough understanding of how the curriculum links to potential future careers. We will enable our students to be the best versions of themselves through understanding and appreciating differences in others. Regular assessments will take place in Year 10 to check on students' progress. These will identify where students are experiencing success and where the curriculum may need to be adjusted. Students will move into Year 11 as more confident readers and writers who have made good progress towards their end of Key Stage academic targets.</p>	
Links to prior learning <p>The Year 10 English literature curriculum builds on the skills learned in KS3 English by consolidating and reinforcing contextual knowledge for Dickens and Priestley (from the pre 19th century work) and Shakespeare (from the villains schemes in year 8 and 9). In addition to this, students recall knowledge from the canon scheme in year 7 where they will draw on literary links and deepen their understanding of contextual factors. Students will develop their understanding of characterisation and plot and will continue to show their analytical skills through an exploration of the writer's purpose. The use of academic verbs will be broadened to allow for a more nuanced and sophisticated examination. Some students will continue to develop their PETAL skills whereas others will branch away from this formulaic structure in order to allow for a more fluid approach to analysis.</p>	
Links to future learning <p>The Year 10 English literature curriculum directly introduces students to GCSE material in preparation for their forthcoming exams in Year 11. Students will explore all the set texts throughout Year 10 so that in Year 11, their analysis can be deepened, and their essay writing skills can be refined. Students will become accustomed to spaced retrieval activities throughout the two-year course so that knowledge can be embedded while skills are being developed. The set texts range from 19th Century Literature to 21st century literature and this allows for students to be exposed to a breadth of texts. This links across the wider curriculum as students will be engaging with a range of texts in history and they are able to make contextual links across the subjects. Should students wish to study English literature at A Level, they will have begun to look at different genres and contexts in readiness. Students will develop their essay writing skills and begin to make comparisons and evaluations across texts in order to spot patterns.</p>	
Links to other subjects and the wider curriculum <p>The Year 10 English Literature curriculum links to other subjects through developing a broad awareness and understanding of the wider curriculum. Development of literacy will support the study of other text-based subjects. Study of historical novels and world texts will support an understanding of chronology and appreciation</p>	

of different countries and cultures. We will build on written skills and oracy through all schemes of work and encourage students to critically question and interpret information available to them.

Topics

<p><u>Autumn 1 – Power and Conflict Poetry (Paper 2 Section B)</u></p>			
<p>Reading Structure Language Exploration of form Context Links</p>		<p>Academic Writing PETAL development Academic verb choices</p>	
<p>Home Learning Knowledge organisers to embed content from the relevant poems. Revision activities on linked quotations Early introduction to Quotation Drills Bitesize for wider contextual links AudioPi</p>		<p>Learning content: Students are taught 6 out of the 15 poems from the GCSE anthology. These have links with war and mental health and students have always engaged well with them. Students will approach the poems as though they are ‘unseen’ as this will enable them to successfully approach the skills required for paper 2 section C. There is a focus on learning the content and early revision activities that will help to embed the knowledge needed for the duration of the course. Students will then begin to build on their analytical skills from KS3 as they are exposed to modelling opportunities for enhancing their PETAL paragraphs.</p>	
<p>Assessment Analytical paragraphs on a poem of choice (this mirrors the Warm Task from KS3 as students will prepare for it with their class teacher and plans will be developed before the I, We, You modelling technique.) Students will be given a mark out of 30 and detailed feedback in readiness for DIRT.</p>			
<p>Wider curriculum</p>			
<p>Literacy Reading/writing skills Understanding form and structure Understanding implicit and explicit ideas</p>	<p>Numeracy Charts for plotting Counting beats and syllables Word frequency Surveys Venn diagrams</p>	<p>British Values Respect Tolerance Rule of law Individual liberty</p>	<p>Employability Research skills Critical thinking and application Information retrieval Knowledge application</p>
<p>SMSC Explore different beliefs and experiences Reflecting Appreciate diverse viewpoints</p>	<p>Cultural Capital Historical fiction and context Classist society Current affairs Notable poets</p>	<p>Character Education Understanding Confidence (oracy) Developing critical opinion Exploring emotional reaction to language Mutual respect</p>	<p>Personal Development Moral conscience Integrity Worldly understanding Positive relationships Ability to rationalise</p>

<p><u>Autumn 2 – Knowledge Retrieval: An Inspector Calls (Paper 2 Section A 2 weeks) A Christmas Carol (Paper 1 Section B 5 weeks)</u></p>		
<p>Reading Structure Language Exploration of form Context Links</p>		<p>Writing PETAL development Academic verb choices</p>
<p>Home Learning Knowledge organisers to embed content from the relevant texts. Revision activities on linked quotations</p>		

<p>Learning Content: Students begin with a knowledge retrieval period of two weeks to review and secure learning of An Inspector Calls. This text was taught at the end of year 9 and the revision time will focus on a key character or theme. Students will demonstrate their knowledge through a range of revision tasks and there will be opportunities to develop skills. Students then begin to study A Christmas Carol. They draw on knowledge from their KS3 studies of context and meaning and apply this to an understanding of authorial intent. Students will track the characterisation of Scrooge and look into the structural components of the text. There are opportunities to link this to modern life and context and students will be encouraged to reflect on this.</p>		<p>Early introduction to Quotation Drills</p> <p>Bitesize for wider contextual links</p> <p>AudioPi</p>	
<p>Assessment Paper 1 Section A exam style question. Students will be given a mark out of 30 and detailed feedback in readiness for DIRT.</p>			
<p>Wider curriculum</p>			
<p>Literacy Reading strategies Critical thinking Reading different forms Higher level texts</p>	<p>Numeracy Page, scene, act references Plot graph Surveys Percentages</p>	<p>British Values Understanding laws Democracy Individual liberty Understanding societal systems Justice</p>	<p>Employability Critical thinking Time management Understanding personal and social responsibility Adopting new skills</p>
<p>SMSC Questioning morality Challenging attitudes Investigating ethical issues Considering punishment and justice Working with peers</p>	<p>Cultural Capital Prose over the centuries – life in the Victorian era British history Political viewpoints Exposure to notable literary texts in different formats</p>	<p>Character Education Ethical values Moral judgement Analysis Access to a challenging curriculum Desire to be a good person</p>	<p>Personal Development Confidence (oracy) Respect for others in the community Rationality Questioning motives Concentration</p>

Spring 1 – Knowledge Retrieval: Power and Conflict Poetry (Paper 2 Section B 1 week) Power and Conflict Poetry New Material (2 weeks) Macbeth (Paper 1 Section A 3 weeks)

Reading

Structure
Language
Exploration of form
Context
Links and Comparisons

Writing

PETAL development
Academic verb choices
Evaluation and verb choices

Home Learning

Research tasks to explore social, economic, and personal values between the 19th and 20th Century.

Knowledge organisers to embed content from the relevant texts.

Revision activities on linked quotations

Early introduction to Quotation Drills

Bitesize for wider contextual links

AudioPi

Learning Content:

Students begin with a knowledge retrieval period of one week to review and secure learning of the six poems they learnt at the start of the year. The subject teacher will choose one theme or thread that the students will focus on. Students will demonstrate their knowledge through a range of revision tasks and there will be opportunities to develop skills. Following this, students then continue to add to their knowledge by studying a further three poems. Comparative skills will be more rigidly introduced, and students will spend some time being asked to justify choices for the links that they have made.

Students then switch to start the final of the texts: Macbeth. Once again, they draw on knowledge from their KS3 studies of context and meaning and apply this to an understanding of authorial intent. Students will track the characterisation of Macbeth and Lady Macbeth and look into the structural components of the text. There are opportunities to link this to modern life and context and students will be encouraged to reflect on this. Motifs will be built on and knowledge from the Year 7 scheme will be developed.

Assessment Paper 1 Section A exam style question. Students will be given a mark out of 30 and a mark out of 4 for SPaG and detailed feedback in readiness for DIRT.

Wider curriculum

Literacy	Numeracy	British Values	Employability
Reading/writing skills Sophisticated vocab Academic vocab Understanding implicit and explicit information	T-Bar charts for comparison Venn diagrams Rhythm and beat Frequencies Line references	Research to society progression between centuries. Tolerance of others' beliefs Mutual respect, Individual liberty	Forming opinions Selecting and synthesising information. Working with others Independence Resilience
SMSC	Cultural Capital	Character Education	Personal Development
Exploring opinion Knowledge and respect of different faiths. Being reflective of own beliefs and others Developing viewpoint	Awareness of different societies and cultures Alternate political agendas Historical influence, different positions of power in society Exposure to different cultures	Widening and shaping values. Mental health awareness and moral awareness. Moral judgment Individual challenge Supporting peers	Forming and becoming confident in strong opinions. Offering views about moral issues. Resilience

Spring 2 – Macbeth Continuation (Paper 1 Section A 3-4 weeks) Knowledge Retrieval: A Christmas Carol (Paper 1 Section B 1-2 weeks)

Reading

Structure
Language
Exploration of form
Context
Links and Comparisons

Writing

PETAL development
Academic verb choices
Evaluation and verb choices

Home Learning

Knowledge organisers to embed content from the relevant texts.

Revision activities on linked quotations

Early introduction to Quotation Drills

Bitesize for wider contextual links

AudioPi

Learning Content:

Students continue with the final of the texts: Macbeth. They draw on knowledge from their KS3 studies of context and meaning and apply this to an understanding of authorial intent. Students will track the characterisation of Macbeth and Lady Macbeth and look into the structural components of the text. There are opportunities to link this to modern life and context and students will be encouraged to reflect on this. Motifs will be built on and knowledge from the year 7 scheme will be developed. Students continue to refine their essay writing skills and pay particular attention to their SPaG.

Students then move to a knowledge retrieval period of two weeks to review and secure learning of A Christmas Carol. The subject teacher will choose one theme or thread that the students will focus on.

Assessment: Paper 1 Section A exam style question. Students will be given a mark out of 30 and a mark out of 4 for SPaG and detailed feedback in readiness for DIRT.

Wider curriculum

Literacy

Reading/writing skills
Analysis
Using academic verbs
Inference
Developing ideas

Numeracy

Comparison tables
Page/line references
Word frequencies
Counting beats

British Values

Grasp of law and expectations of society
Respecting views and beliefs of others

Employability

Written communication
Knowledge retrieval
Communicating ideas
Interpretation
Comprehension

SMSC

Explore and form opinions
Investigate moral issues
Communicate effectively with others
Interpretations

Cultural Capital

Awareness of influences in society
Notable writers
Understanding links between texts and their contexts

Character Education

Creating a strong opinion and identity
Integration
Debating
Challenging

Personal Development

Listening
Valuing others
Empathy
Using moral judgement
Rationalising

<p>Summer 1 – Knowledge retrieval and PPE prep (Subject teachers might wish to consolidate learning from the text they feel students are the least confident with.) Linked learning will now begin to feature.</p>			
<p>Reading Structure Language Exploration of form Context Links and Comparisons</p>	<p>Writing PETAL development Academic verb choices Evaluation and verb choices</p>	<p>Home Learning Individual class teachers will set revision tasks as appropriate to support learning. This can include past papers, model writing, quizzes via firefly and pre-selected YouTube videos.</p>	
<p>Learning Content: Students will be given this time to be taught bespoke and tailored revision with their class teacher in preparation of their PPE Paper 1 examination in the following term (Macbeth and A Christmas Carol). Students will build their examination skills to answer questions on theme and/or character. They will need to show their knowledge of the texts and also of subject terminology and the impact of this.</p>			
<p>Assessment To be confirmed and set by class teacher to support the PPE Exam in the following term. Low stakes assessments will be key during this half term so that students can build on knowledge-based learning.</p>			
<p>Wider curriculum</p>			
<p>Literacy Reading strategies Reading and Writing skills Inference Formulating argument Using academic verbs</p>	<p>Numeracy Timings Page/line references Frequencies</p>	<p>British Values Recognising diversity Respecting others' opinions and beliefs Societal values Understanding rule of law</p>	<p>Employability Working under time pressures Dealing with stress Editing and evaluating Writing skills</p>
<p>SMSC Social awareness Exploring morality Being creative Voicing opinion</p>	<p>Cultural Capital Accessing a variety of literary texts Exposure to world current events Understanding of notable writers and their works</p>	<p>Character Education Moral judgement Mutual respect Using initiative Being objective Being challenged Responding to feedback</p>	<p>Personal Development Independent revision Presenting an argument Confidence Awareness of audience Organisation Resilience</p>

<p>Summer 2 – First PPE Examination for English Language Paper 1</p>			
<p>Reading Section A, Paper 1 Structure Language Exploration of form Context</p>	<p>Writing PETAL development Academic verb choices Evaluation and verb choices</p>	<p>Home Learning -PPE Paper 1 revision as guided by class teacher. -Knowledge organisers to embed content from the relevant texts. -Revision activities on linked quotations -Early introduction to Quotation Drills -Bitesize for wider contextual link -AudioPi</p>	
<p>Learning Content: Students will finalise their revision for Paper 1- Macbeth and A Christmas Carol. After the exam, students will receive tailored feedback and intervention to further develop their skills and learning.</p>			

Assessment PPE Exam Season

Wider curriculum

<p>Literacy Reading strategies Reading and Writing skills Inference Formulating argument Using academic verbs</p>	<p>Numeracy Timings Page/line references Frequencies</p>	<p>British Values Recognising diversity Respecting others' opinions and beliefs Societal values Understanding rule of law</p>	<p>Employability Working under time pressures Dealing with stress Editing and evaluating Writing skills</p>
<p>SMSC Social awareness Exploring morality Being creative Voicing opinion Being creative</p>	<p>Cultural Capital Accessing a variety of literary texts Exposure to world current events Exposure to higher level language</p>	<p>Character Education Moral judgement Mutual respect Using initiative Being objective Being challenged Responding to feedback</p>	<p>Personal Development Independent revision Presenting an argument Confidence Awareness of audience Organisation Resilience</p>