

2022-2023 Year 10 Curriculum and Assessment Plan for English

<p>The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of English and develop students into critical and analytical students of the subject:</p> <p>By the end of year 10, students will be midway through their GCSE course and will have dedicated extended periods to developing skills in line with AQA's assessment objectives for Language and Literature; selecting appropriate textual evidence, analysing authorial choices, understanding and applying context, comparing writer's ideas and perspectives, communicating effectively and writing with technical accuracy. They will engage in with both fiction and non-fiction texts across a wide range of genres and time periods to develop as independent learners and as critical and reflective thinkers. They will develop the ability to ask relevant questions about the decisions writers make whilst thinking about the impact these texts have had on our lives and our understanding of the world. Students will use their understanding of the craft and skill of writers to understand how to communicate their own ideas in creative writing ensuring that our students are prepared for any futures tasks where there is a need for them to express themselves.</p>					
<p>Half Term 1: Reading and Writing skills for Language Paper 1</p> <p>All students will know how:</p> <ul style="list-style-type: none"> writers have used technique and craft to produce engaging pieces of literature. to develop critical thinking and skills of analysis to be able to interpret a writer's work to consider what this reveals about a writer's authorial intentions. to apply these skills in their own creative writing <p>All students will be assessed: Students will be assessed for this unit of learning in the Data Feed 1 assessment period after Christmas. All students will sit a full GCSE Language paper 1 and receive summative feedback. Pupils will also be assessed in each lesson with low stakes retrieval style questions in order to reinforce core knowledge.</p> <p>Impact - Why do we teach this?</p> <ul style="list-style-type: none"> Students need to leave school with confidence in their own ability to critically engage with texts they encounter in their lives. They need to be able to discern fact from opinion and the skill of inference. students need to be equipped with the skills that will enable them to communicate clearly They need to understand how other writer's use language and how to craft their own. 	<p>Subject specific skills being developed: AO1 -Identify and interpret information and ideas. AO2 – Analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology AO4 – Evaluate texts critically AO5 – communicate effectively, clearly and imaginatively AO6 – technical accuracy</p>	<p>Half Term 2: Modern Text: 'An Inspector Calls'</p> <p>All students will know:</p> <ul style="list-style-type: none"> J.B Priestley and his sociological and political beliefs how these have informed his writing the context in which this text was produced the purpose behind the crafting of the characters the plot and the intentions of the writer how to analyse the choices made by Priestley how to write their ideas in response to a GCSE style question <p>All students will be assessed: Students will be assessed for this unit of learning in the Data Feed 1 assessment period after Christmas. All students will sit a full GCSE style question and receive summative feedback. Pupils will also be assessed in each lesson with low stakes retrieval style questions in order to reinforce core knowledge.</p> <p>Impact - Why do we teach this?</p> <ul style="list-style-type: none"> students need to understand the texts that have shaped our culture and the society that they have grown up in. they need to know how post-war England was structured and how it evolved to create the society that they now know. they need to know the moral implications of the choices they make they need to know the themes and big ideas that run throughout this text are universal. 	<p>Subject specific skills being developed: AO1 – Read, understand and respond to texts. AO2 – Analyse the language, form and structure used by the writer to create meanings and effects. AO3 – Show understanding of the relationships between texts and the contexts in which they were written. AO4 – use a range of vocabulary and sentence structures</p>	<p>Half Term 3: Worlds & Lives Poetry Cluster</p> <p>All students will:</p> <ul style="list-style-type: none"> know how poets use the form of poetry to communicate their ideas about their worlds and lives understand the techniques used in poetry develop their ability to analyse the choices a poet has used. know the contexts in which each poem was written be able to comment upon the impact each poem has had on society today. <p>All students will be assessed: Students will be assessed for this unit of learning in the Data Feed 2 assessment period after the May half term. All students will sit a full GCSE style question and receive summative feedback. Pupils will also be assessed in each lesson with low stakes retrieval style questions in order to reinforce core knowledge.</p> <p>Impact - Why do we teach this?</p> <ul style="list-style-type: none"> students need to become familiar with different forms of expression. They will need to become familiar with how different worlds and lives are presented. These texts give students a insight into the lives of those whose circumstances we would never know enabling students to exercise their skills in empathy and compassion. 	<p>Subject specific skills being developed: AO1 – Read, understand and respond to texts. AO2 – Analyse the language, form and structure used by the writer to create meanings and effects. AO3 – Show understanding of the relationships between texts and the contexts in which they were written. AO4 – use a range of vocabulary and sentence structures</p>
	<p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions and evaluations, text interpretation</p>		<p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions and evaluations, text interpretation</p>		<p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions and evaluations, text interpretation</p>
	<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> History PSHE Drama 		<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> History PSHE Drama 		<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> History PSHE Drama
<p>Half Term 4: Shakespeare: 'Macbeth'</p> <p>All students will know:</p> <ul style="list-style-type: none"> who Shakespeare was and how he has come to be a landmark in British culture. the social, political and historical climate that Shakespeare was writing in the plot and structure of the play the characters, their motives and their purpose as a vehicle to deliver Shakespeare's messages the importance of exploring this text as a performance how to how to write their ideas in response to a GCSE style question <p>All students will be assessed: Students will be assessed for this unit of learning in the Data Feed 1 assessment period after the May half term. All students will sit a full GCSE style question and receive summative feedback. Pupils will also be assessed in each lesson with low stakes retrieval style questions in order to reinforce core knowledge.</p>	<p>Subject specific skills being developed: AO1 – Read, understand and respond to texts. AO2 – Analyse the language, form and structure used by the writer to create meanings and effects. AO3 – Show understanding of the relationships between texts and the contexts in which they were written. AO4 – use a range of vocabulary and sentence structures</p>	<p>Half Term 5: Shakespeare: 'Macbeth'</p> <p>All students will know:</p> <ul style="list-style-type: none"> who Shakespeare was and how he has come to be a landmark in British culture. the social, political and historical climate that Shakespeare was writing in the plot and structure of the play the characters, their motives and their purpose as a vehicle to deliver Shakespeare's messages the importance of exploring this text as a performance how to how to write their ideas in response to a GCSE style question <p>All students will be assessed: Students will be assessed for this unit of learning in the Data Feed 1 assessment period after the May half term. All students will sit a full GCSE style question and receive summative feedback. Pupils will also be assessed in each lesson with low stakes retrieval style questions in order to reinforce core knowledge.</p> <p>Impact - Why do we teach this?</p>	<p>Subject specific skills being developed: AO1 – Read, understand and respond to texts. AO2 – Analyse the language, form and structure used by the writer to create meanings and effects. AO3 – Show understanding of the relationships between texts and the contexts in which they were written. AO4 – use a range of vocabulary and sentence structures</p>	<p>Half Term 6: Unseen Poetry</p> <p>All students will know:</p> <ul style="list-style-type: none"> How to read and interpret an unseen poem What is expected of them in the unseen poetry section of the exam How to explore a poem for the writer's big ideas How to identify methods and explore the effects of these How to write a response analysing an unseen poem How to compare to poems How to write a comparative response analysing two unseen poem <p>All students will be assessed: Students will be assessed in lessons through low stakes retrieval style questions and informally during this unit of work. Unseen poetry will also make up a section of a GCSE style mock assessment. Impact - Why do we teach this?</p> <ul style="list-style-type: none"> students need to become familiar with different forms of expression. 	<p>Subject specific skills being developed: AO1 – Read, understand and respond to texts. AO2 – Analyse the language, form and structure used by the writer to create meanings and effects. AO3 – Show understanding of the relationships between texts and the contexts in which they were written. AO4 – use a range of vocabulary and sentence structures</p>
	<p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions and evaluations, text interpretation</p>		<p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions and evaluations, text interpretation</p>		<p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions and evaluations, text interpretation</p>
	<p>Key Vocabulary: Allusion, dramatic irony, tragedy, hamartia, hubris,</p>		<p>Key Vocabulary: Allusion, dramatic irony, tragedy, hamartia, hubris, regicide,</p>		<p>Key Vocabulary: Imagery, symbolism, Caesura, enjambment, rhythm, rhyme,</p>

Impact - Why do we teach this? <ul style="list-style-type: none">Students need to understand where so much of our language and so many phrases, images and ideas that pervade our culture come from.Shakespeare's writing is still celebrated today due to its ability to speak to all audiences across time.'Macbeth' in particular taps into the true nature of ambition, the danger of wanting too much, and the art of manipulation and deceit. Furthermore, 'Macbeth' comes with a very clear moral lesson that is line with the Catholic values we instil in all our students.	regicide, soliloquy, aside, treason, tyranny, stage direction, catharsis, supernatural, deceit, betrayal, appearance, reality, power, guilt, Jacobean, equivocator	<ul style="list-style-type: none">Students need to understand where so much of our language and so many phrases, images and ideas that pervade our culture come from.Shakespeare's writing is still celebrated today due to its ability to speak to all audiences across time.'Macbeth' in particular taps into the true nature of ambition, the danger of wanting too much, and the art of manipulation and deceit. Furthermore, 'Macbeth' comes with a very clear moral lesson that is line with the Catholic values we instil in all our students.	soliloquy, aside, treason, tyranny, stage direction, catharsis, supernatural, deceit, betrayal, appearance, reality, power, guilt, Jacobean, equivocator	<ul style="list-style-type: none">They will need to be able to approach a text unseen and be able to decipher its meaning and comment on itThey need to understand how other writer's use language	stanza, connotations, corruption, power, ephemeral, arrogance, Renaissance, tone, pace, form, structure, repetition, contrast, volta, speaker, sonnet, dramatic monologue, ballad, colloquial	
	Opportunity for cross-curricular skill development <ul style="list-style-type: none">HistoryPSHEDrama		Opportunity for cross-curricular skill development <ul style="list-style-type: none">HistoryPSHEDrama		Opportunity for cross-curricular skill development <ul style="list-style-type: none">HistoryPSHEDrama	
Ensuring this curriculum meets the needs of all pupils: this curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge identified. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole school policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. For example SEND students have individual learning profiles that outline needs/strategies to be used. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.						
Enrichment opportunities: The English Department offer a range of trips to support the English curriculum. For KS4, there are lots of opportunities to see theatre productions of the texts being studied. Additionally, the English Department offer opportunities to engage in Public Speaking competitions, trips to Shakespeare's birthplace, Poetry Live!, Royal Shakespeare Company and The Harry Potter Exhibition.						
Career opportunities/ links: Journalism, teaching, law, public relations, advertising, translation, marketing, consultancy, business, performing arts, academia, government, linguistics, media, design.						