

Year 10 English

Year 10 English Curriculum Information



	Key Question:	Specification:	Skill Focus:
Term 1:	Why do writers choose to make their texts ambiguous and what impact does this have on readers/ audiences?	Literature focus: <ul style="list-style-type: none"> J.B. Priestley - <i>An Inspector Calls (AIC)</i> <i>Power and Conflict</i> poetry anthology: a selection of fifteen poems Charles Dickens - <i>A Christmas Carol (ACC)</i> 	AO1: Read, understand and respond to texts. Maintain critical style and use quotations in support. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary /sentence structures for clarity, purpose and effect with accurate SPaG.
Term 2:	How do writers use their texts to protest against social issues?	Literature focus: <ul style="list-style-type: none"> Charles Dickens - <i>A Christmas Carol</i> <i>Power and Conflict</i> poetry anthology plus unseen poetry analysis Revising <i>An Inspector Calls</i> 	AO1: Read, understand and respond to texts. Maintain critical style and use quotations in support. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary /sentence structures for clarity, purpose and effect with accurate SPaG.
Term 3:	How does conflict shape each of the texts we have studied?	Literature focus: <ul style="list-style-type: none"> William Shakespeare – <i>Macbeth</i> Poetry revision <i>AIC</i> and <i>ACC</i> revision tasks including practise on writing to argue, persuade and advise 	AO1: Read, understand and respond to texts. Maintain critical style and use quotations in support. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary /sentence structures for clarity, purpose and effect with accurate SPaG. AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different purposes and audiences.

Year 10 English Assessment Information

Assessment	Time/Venue	What will be assessed?
1 : Linking to Term 1	<ul style="list-style-type: none"> Reading: <i>An Inspector Calls</i> Assessment held in-class. 1hr each. Teacher assessed Ongoing poetry assessments 	Reading assessment: AO1, AO2, AO3 and AO4. <i>An Inspector Calls</i> : choice of two traditional exam style questions. Answer one. <i>Power and Conflict</i> poetry: assessed through classwork, speaking and listening and homework tasks
2: Linking to Term 2	<ul style="list-style-type: none"> Reading: <i>A Christmas Carol</i> Assessment held in-class 1hr each. Teacher assessed Ongoing poetry assessments 	Reading assessment: AO1, AO2, AO3 and AO4. <i>A Christmas Carol</i> : Extract-based exam question linking the extract to the wider text <i>Power and Conflict</i> poetry/unseen poetry: assessed through classwork, speaking and listening and homework tasks
3: Linking to Term 3	<ul style="list-style-type: none"> Reading Assessment held in the Exam Hall: <i>poetry</i> Teacher assessed <i>AIC</i> and <i>ACC</i> revision tasks 	Reading assessment: AO1, AO2, AO3 and AO4. <i>Power and Conflict</i> poetry/unseen poetry: students engage with the anthology poetry and unseen poetry. <i>AIC</i> and <i>ACC</i> revision assessed tasks set through classwork, speaking and listening and homework.

