

SUNNYDOWN SCHOOL

ENGLISH CURRICULUM PLAN



Subject	English	Year group	Y10 (PW2)
Course	English Language GCSE and English Literature GCSE	Exam Board	AQA
Subject Intent	<p>In Pathway 2 at Key Stage 4, students will prepare for both the GCSEs in English Literature and English Language. Building from Key Stage 3, students continue to appreciate a variety of texts written in a range of forms (novel, modern and Shakespeare plays and poems), strengthening their critical reading skills, as well as developing a deeper awareness of the literary canon, recalling formerly learnt – and accumulating new – subject-specific terminology to support their interpretations and analyses. At KS4, students will engage with more complex contextual elements that they have encountered in Y9 and grow in confidence when analysing authorial influences and intentions.</p> <p>Students discover more about repressed Victorian London as they explore how Dickens was inspired to write 'A Christmas Carol'. Alongside their study of 19th century literature, students bring together their previous knowledge of tragedy in Shakespeare's Macbeth, as well as studying a range of both classic and modern poetry in the Power and Conflict Poetry anthology. This poetry unit also covers an aspect of the National Curriculum requirement for Citizenship: Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</p> <p>We begin the year course with the play 'An Inspector Calls' as well as interleaving creative writing and reading skills. Throughout the course, students engage with both fiction and non-fiction texts with a critical eye as we study English Language, before using those skills to craft impressive examples of creative and transactional writing themselves.</p> <p>From the start of Y10, students will be prepared to sit the AQA English Functional Skills exams in reading, writing and spoken language. Level 1 is sat first and if successful, students subsequently are prepared for the level 2 exams. There are several opportunities to sit these exams throughout the year, enabling students of all abilities to aim for and achieve success in a public exam.</p>		

Term	Topic	Core learning	Key concepts	Sequencing
Autumn	<p>An Inspector Calls</p> <p>Explorations in Creative Reading and Writing (Paper 1)</p> <p>Writer's Ideas and Perspectives (Paper 2)</p>	<p>Key themes and context:</p> <ul style="list-style-type: none"> • 20th century social and political landscape • Post-war Britain • Edwardian England • Social Class and Politics • Gender and sexism • Priestley's autobiographical influences • Wealth, power and influence • Blame and Responsibility • Morality vs. Legality <p>Literature focus:</p> <ul style="list-style-type: none"> • Order of events in the play -writer's structural choices • Setting – stasis • Characterisation; Birling family members, Gerald Croft, Eva Smith and The Inspector • Minor characters; Daisy Renton, Sir George Croft, Joe Meggarty and Edna. • Analytical essay writing – exploring writer's intentions, methods and effects. Language Focus: <p>Paper 1 and Paper 2 Language Skills</p> <ul style="list-style-type: none"> • Reading non-fiction texts for language and structure techniques and effects. • Writer's Viewpoints and Perspectives • Descriptive and Narrative Writing 	<p>Playwright</p> <p>Exposition</p> <p>Climax</p> <p>Twist</p> <p>Social commentary</p> <p>The Welfare State</p> <p>Capitalism/Socialism</p> <p>Dramatic Irony</p> <p>Dramatic Tension</p> <p>Foreshadowing</p> <p>Gender Roles</p> <p>Patriarchy</p> <p>Stage Directions</p> <p>Narrative Clues</p> <p>Didactic</p> <p>Polemic</p> <p>Symbolism</p> <p>Socialism</p> <p>Capitalism</p> <p>Edwardian period</p> <p>Historical context</p> <p>Poverty</p> <p>Wealth</p> <p>Contrast</p>	<p>Building on.....</p> <p>Opening with this engaging drama unit allows pupils to build on the knowledge of modern dramatic conventions already formed from their study of Private Peaceful in Y7. Whilst revisiting familiar big ideas and concepts such as traditional forms of masculinity and femininity studied as part of the Gothic Fiction unit in Y9, they will engage with wider and more intricate themes regarding social class and power. With this modern drama, students will be exposed to texts offering more overt polemical sentiments, as well as continue developing their ability to recognise the more subtle nuances and patterns (to which they have already been exposed) that weave together the strands of literature.</p> <p>Building towards...</p> <p>Students' knowledge and understanding of modern dramatic conventions means they have an excellent foundation for their study of Macbeth at the start of Y11 which demands a greater level of vocabulary understanding. Themes of gender and power structures in society equip students for big ideas that endure and reoccur in other texts studied on the syllabus. Their critical essay writing for this element of the syllabus will mean they are preparing for the demands of all texts in the course.</p>

		<ul style="list-style-type: none"> • Explorations in Creative Reading and Writing 		
Spring	<p>A Christmas Carol</p> <p>Exploring C19th texts; fiction and literary nonfiction</p>	<p>Key themes and context:</p> <ul style="list-style-type: none"> • 19th Century • Poverty and Social Responsibility <ul style="list-style-type: none"> • Redemption • Family 	<p>Exposition</p> <p>Narrative voice</p> <p>Themes</p> <p>Symbolism</p>	<p>Building on.....</p> <p>Pupils' study of this nineteenth century novel builds on their knowledge acquired at Key Stage 3 about the Victorian era and their interest in the supernatural and its enduring popularity in contemporary popular culture. Pupils' contextual understanding acquired at Key Stage Three in English and The Industrial Revolution in Y9 History means they are equipped to make critical and inferential points about Dickens' characterisation and plot choices and how society is reflected in the literature of the time.</p> <p>Building towards...</p> <p>Knowledge and understanding of themes of family, loyalty, redemption and social responsibility that exist here prepare pupils for understanding of these big ideas before they move on to study Shakespeare. This means pupils are able to weave together how these important themes endure, yet change and evolve over time and in different contexts when they encounter new texts from different time periods, such as Macbeth and An Inspector Calls.</p>
Summer	<p>Power and Conflict Poetry</p> <p>Descriptive and Narrative Writing (Paper 1)</p>	<p>Key themes and context:</p> <ul style="list-style-type: none"> • The Power of Humans vs. Power of Nature • Effects of Conflict • Reality of Conflict • Loss and Absence • Memory and internal conflict • External conflict and war 	<p>Key Poetic Devices:</p> <p>Enjambment End-stopped lines Alliteration Assonance/Sibilance/Consonance</p> <p>Rhythm, Rhyme and Metre</p>	<p>Building on.....</p> <p>Literature students will have explored war poetry in Y7, as well as an art war project to broaden their knowledge. Poetic terms and devices are explored in both Y8 and Y9 looking at the poetic techniques in modern and C19th classic poetry on the theme of London.</p>

		<ul style="list-style-type: none"> • War Poetry • Ephemeral nature of power • Hubris of Man • Patriarchy <p>Literature focus:</p> <ul style="list-style-type: none"> • Poetic Form and Structure • Critical comparison <p>Analytical essay writing – structuring a comparison Language Focus:</p> <ul style="list-style-type: none"> • Creating a narrative voice • Crafting description • Narrative structure <p>Citizenship: Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</p>	<p>Caesura</p> <p>Colloquial language</p> <p>Refrain</p> <p>Figurative devices:</p> <p>Personification</p> <p>Simile</p> <p>Metaphor Extended metaphor</p>	<p>Building towards...</p> <p>Students will have an in-depth knowledge and understanding of 15 key poems in the anthology Power and Conflict, be able to demonstrate an ability to explain the poets' methods and be able to compare the ideas and methods used. These skills will then also be applied to the unseen poetry component of The Literature Paper 2 (section C). The students have the opportunity to discuss some challenging and philosophical ideas and beliefs expressed in these poems, and these discussions can lead to some thoughtful pieces of creative writing (English Language Paper 1: Q5). Writers' techniques of language and structure are explored through a range of texts from the C19th, C20th and C21st to inform and inspire creative writing.</p>
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