

KS3 Curriculum overview: Subject English Year 10

The Key Stage 4 English curriculum enables learners to read a wide range of texts, fluently and with good understanding read critically, and use knowledge gained from wide reading to inform and improve their own writing write effectively and coherently using Standard English appropriately.

Year 10	Key Skills	Cross-Curricular Links/Themes	Social Skills Development/SMSC
Autumn 1	<p>Post-1914 text The novel is selected from the following list depending on reading ability and SMSC factors, to ensure maximum attainment and differentiation. As novels are differentiated, extra stretch and extend tasks will be included for the more able and more support will be offered for those who require it. Close textual analysis - involves shared reading and teacher annotation. Pupils then carry out their own text marking activities using a highlighter or scanning for a particular focus.</p>	<p>PHSE – Respect for different cultures</p> <p>Art – Designing a front cover Developing a signature</p> <p>ICT: word-processing challenges, web-quests</p> <p>Numeracy link- Create time lines showing the sequence of the actions introduced in the plot.</p>	<p>Explore beliefs Community Respect for different beliefs</p> <p>Religious celebration Positive attitudes</p> <p>Respect faiths, feelings and values goals & aspirations</p>
Autumn 2	<p>19th Century Novel Exploration of the context and issues involved in the novel. The study of example texts, commenting on writers' use of language and structure to achieve effects. Group presentation on the social, cultural and historical issues of the 19th century. Paired analysis of example texts, focusing on language and structure use.</p>	<p>History – Understanding the development of language through the ages</p> <p>R.E. – Developing a knowledge and respect for writing from different cultures.</p> <p>Numeracy link- Tension Graphs: Graph the changes in the amount of tension in a story by calibrating the amount of stress when important events occur in a play/novel.</p>	<p>Communication skills</p> <p>Listening – respecting different opinions</p> <p>Social action – empowerment</p>

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Spring 1	<p>Unseen poems from the 20th and/or 21st centuries Practising the skills of interpreting meaning, analysing language and comparing poems Unseen poetry comparison skills.</p> <p>Comparison of the Eduqas Poetry Anthology Comparison of two unseen poems</p> <p>Create pairings based on themes and diagrams that explore similarities and differences in the poems' meanings (AO1), language and structure (AO2) and context (AO3).</p>	<p>PHSE – Social structures and norms.</p> <p>Drama and creative arts: freeze frame, role play</p> <p>Numeracy link- Using Venn diagrams to compare two poems</p>	<p>Enthusiasm for learning</p> <p>Respect Learning for life</p> <p>Self-awareness Moral belief/conviction</p>
Spring 2	<p>Language (Component 1) Practise the skill of extracting explicit information from reading material (19th and 21st century) at speed. Respond to list, find and what (1mark) questions. (AO1)</p> <p>Practise the skill of analysing language and structure by annotating a range of texts. Look for powerful adjectives, verbs, use of dialogue, narrative structure (why events are sequenced as they are), sentence structuring at key parts of the text and literary techniques (simile, metaphor, personification, onomatopoeia, pathetic fallacy, symbolism). (AO2)</p> <p>Read an extract and annotate it with your thoughts and feelings. Practise 'what do you think and feel about,' 'to what extent do you,' 'what is your own impression of' and 'how do you react' questions. Make sure that your writing makes evaluative judgments that explore the effects of key quotations on the reader. (AO3)</p>	<p>PHSE – Poverty and child employment, welfare system</p> <p>Drama and creative arts: freeze frame, role play</p> <p>Numeracy link- non-fiction articles evidence can be chosen from graphs, charts, tables and mathematical vocabulary which have to be interpreted.</p>	<p>Fairness</p> <p>Celebrating Black Excellence</p> <p>Equality Celebrate difference</p>

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Summer 1	<p>Language (Component 2) Practise the skill of making inferences. Annotate reading material with ‘what is suggested’ by particular words. Write responses to explain questions that include short quotations, and analysis of single words/phrases. Use ‘this suggests/implies /shows’ in your responses. (AO1)</p> <p>Practise the skill of analysing language and structure by annotating a range of texts. Look for purposeful adjectives, verbs, AFOREST techniques, tone, method and development of argument. (AO2)</p> <p>Read two texts on a topic. Draw up a grid to explore their similarities and differences. Practise ‘compare’ and ‘compare and contrast’ questions. (AO3)</p>	<p>Humanities – Totalitarian vs. democratic systems of governance</p> <p>Drama and creative arts - freeze frame, role play.</p> <p>Numeracy link- Creation and analysis of poetry e.g. Iambic pentameter; rhythm and patterns in the number of syllables words in poetry.</p>	<p>Develop self-knowledge and awareness</p> <p>Keeping safe</p> <p>Moral choices/dilemmas</p> <p>Responsibility Learning for life</p> <p>Accept responsibility for behaviours</p>
Summer 2	<p>Creative Writing This scheme of work aims to improve students’ writing skills, with a focus on developing narratives. They will focus on narrative hooks and structure as well as creating characters and setting. Finally, the scheme requires students to write their own narrative text. It is designed to make students enthusiastic about reading and introduces them to a range of fiction and media texts as stimulus.</p>	<p>Drama and creative arts: freeze frame, role play</p> <p>Media – TV and film links</p> <p>Numeracy link- Tension Graphs: Graph the changes in the amount of tension in a story by calibrating the amount of stress when important events occur in a play/novel.</p>	<p>Celebrating diversity</p> <p>Respect for others Tolerance</p> <p>Equality Rights</p>