

Year 10 Overview 2023 - 34 – English Literature									
Date	Week	Assess	Units Studied & Learning Outcomes						
8 Weeks / 38 Days									
Tue 5-Sep <sup>1+2</sup>	A	1	<b>A Christmas Carol (12 Weeks/22 lessons)</b> Students will develop knowledge on the Victorian Period and Charles Dickens through studying the plot, characters and themes in A Christmas Carol. <b>Learning Outcomes:</b> <b>GW:</b> Students <b>identify</b> key moments in character and theme development <b>BI:</b> Students <b>analyse</b> development of character and theme through language + structure <b>EW:</b> Students <b>evaluate</b> writer's message through character and theme						
11-Sep	B	2							
18-Sep <sup>3</sup>	A	3							
25-Sep	B	4							
2-Oct	A	5							
9-Oct	B	6							
16-Oct	A	7							
23-Oct	B	8							
OCTOBER HALF TERM 7 Weeks / 34 Days			<b>Poetry Anthology – Relationships and War (12 Weeks/12 lessons)</b> Students will read a collection of poetry from the EDUQAS anthology, analysing and comparing the impact of language, form and context through thoughtful selection of quotations. <b>Learning Outcomes:</b> <b>GW:</b> Students <b>sophisticatedly distinguish</b> links between poem and context <b>BI:</b> Students <b>perceptively identify</b> impact of context to structure, message and content <b>EW:</b> Students <b>critically evaluate</b> the context's influence on poem						
6-Nov	A	9							
13-Nov	B	10							
20-Nov	A	11							
27-Nov	B	12							
4-Dec	A	ST1							
11-Dec	B	ST1							
18-Dec	A	15							
CHRISTMAS HOLIDAY 6 Weeks / 30 Days			<b>Blood Brothers (17 Weeks/18 Lessons)</b> Students will read Blood Brothers, studying its plot, characters and key themes. They will develop confidence with the drama form, analysing the impact of stage directions. <b>Learning Outcomes:</b> <b>GW:</b> Students <b>analyse</b> the characters' behaviour, relationships and motivations. <b>BI:</b> Students <b>evaluate</b> the characters' behaviour, relationships and motivations. <b>EW:</b> Students <b>critique</b> the characters' behaviour, relationships and motivations.						
8-Jan	B	16							
15-Jan	A	17							
22-Jan	B	18							
29-Jan	A	19							
5-Feb	B	20							
12-Feb	A	21							
FEBRUARY HALF TERM 5 Weeks / 24 Days				<b>Poetry Anthology – Power and Time &amp; Change (17 Weeks/10 lessons)</b> Students will explore a collection of poetry from the EDUQAS anthology through close analysis and comparison of perspectives, context, language and structure. <b>Learning Outcomes:</b> <b>GW:</b> Students <b>analyse</b> the impact of form and structure on the poem's meaning. <b>BI:</b> Students <b>evaluate</b> the impact of form and structure, considering mood/tone. <b>EW:</b> Students <b>perceptively evaluate</b> the impact of form + structural choices on meaning					
26-Feb	B	22							
4-Mar	A	23							
11-Mar	B	24							
18-Mar	A	25							
25-Mar <sup>4</sup>	B	26							
EASTER HOLIDAY (Inc. BH) 6 Weeks / 29 Days			<b>Romeo and Juliet (17 Weeks/18 lessons)</b> Students will read 'Romeo and Juliet' exploring the plot, characters and themes. They will develop skills to track an extract, analysing imagery, character, mood and impact of dramatic irony. <b>Learning Outcomes:</b> <b>GW:</b> Students <b>apply</b> knowledge of characters and to <b>analyse</b> reactions in key scenes. <b>BI:</b> Students <b>evaluate</b> character motivations in key scenes using wider plot knowledge. <b>EW:</b> Students <b>make perceptive analysis</b> of characters based on wider plot knowledge.						
15-Apr	A	27							
22-Apr	B	28							
29-Apr	A	29							
6-May <sup>5</sup>	B	30							
13-May	A	31							
20-May	B	ST2							
SPRING HALF TERM (Inc. BH) 7 Weeks / 35 Days				<b>LIT C1SA:</b> Shakespeare R&J - essay (40 minutes) <b>LIT C2SA:</b> Post 1914 Prose/Drama - Source-Based Qu (45 minutes) <b>ST2 EBI</b> responses (2 lessons)					
3-Jun	A	ST2							
10-Jun	B	ST2							
17-Jun	A	35	<b>Unseen Poetry (5 Weeks/15 lessons)</b> Students will read a range of contemporary poetry, developing confidence to discuss and compare the content, key ideas, perspectives and poets' use of language, structure and form. <b>Learning Outcomes:</b> <b>GW:</b> Students <b>analyse</b> the language choices closely, considering connotations <b>BI:</b> Students <b>evaluate</b> the impact of language choices, considering mood/tone. <b>EW:</b> Students <b>perceptively evaluate</b> the impact of language choices on message.						
24-Jun	B	36							
1-Jul <sup>6</sup>	A	37							
8-Jul	B	38							
15-Jul	A	39							
*22-24/7/24 INSET converted to 9 x Twilight									
			<table><tr><th>Prior (Y9)</th><th>Now (Y10)</th><th>Next (Y11)</th></tr><tr><td>Analyse the <b>purpose</b> and <b>reader</b> reaction (Inc. own), describing effects Analyse the <b>language</b> closely using <b>subject terminology</b> accurately.</td><td>Share summative judgements on the <b>reader</b> and <b>purpose</b> from analysis. Evaluate the <b>language</b> using ambitious, precise subject terminology.</td><td>Make informed analyses of the intended <b>readers</b> and <b>purposes</b>. Share critical comparisons and in evaluating the <b>language</b>.</td></tr></table>	Prior (Y9)	Now (Y10)	Next (Y11)	Analyse the <b>purpose</b> and <b>reader</b> reaction (Inc. own), describing effects Analyse the <b>language</b> closely using <b>subject terminology</b> accurately.	Share summative judgements on the <b>reader</b> and <b>purpose</b> from analysis. Evaluate the <b>language</b> using ambitious, precise subject terminology.	Make informed analyses of the intended <b>readers</b> and <b>purposes</b> . Share critical comparisons and in evaluating the <b>language</b> .
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Year 10 Overview 2023-24 – English Language			
Date	Week	Assess	Units Studied & Learning Outcomes
8 Weeks / 38 Days			<b>Component 2 – Non-Fiction and Transactional Writing (12 Weeks/14 lessons)</b> Students will explore 19 <sup>th</sup> and 21 <sup>st</sup> Century non-fiction texts, developing confident comparisons on writers’ techniques. They will develop confidence writing a range of transactional and persuasive writing types, developing their views and opinions. <i>Practice Papers: Volcanoes, Tight Rope Walkers</i> <b>Learning Outcomes:</b> <b>GW:</b> Students <b>identify</b> and discuss specific examples for comparison. <b>BI:</b> Students <b>analyse</b> comparisons in how writers deliver viewpoint. <b>EW:</b> Students <b>perceptively distinguish</b> comparisons in how writers deliver viewpoint
Tue 5-Sep <sup>1+2</sup>	A	1	
11-Sep	B	2	
18-Sep <sup>3</sup>	A	3	
25-Sep	B	4	
2-Oct	A	5	
9-Oct	B	6	
16-Oct	A	7	
23-Oct	B	8	
OCTOBER HALF TERM 7 Weeks / 34 Days			
6-Nov	A	9	
13-Nov	B	10	
20-Nov	A	11	
27-Nov	B	12	
4-Dec	A	ST1	
11-Dec	B	ST1	
18-Dec	A	15	
CHRISTMAS HOLIDAY 6 Weeks / 30 Days			
8-Jan	B	16	
15-Jan	A	17	
22-Jan	B	18	
29-Jan	A	19	
5-Feb	B	20	
12-Feb	A	21	
FEBRUARY HALF TERM 5 Weeks / 24 Days			
26-Feb	B	22	
4-Mar	A	23	
11-Mar	B	24	
18-Mar	A	25	
25-Mar <sup>4</sup>	B	26	
EASTER HOLIDAY (Inc. BH) 6 Weeks / 29 Days			
15-Apr	A	27	
22-Apr	B	28	
29-Apr	A	29	
6-May <sup>5</sup>	B	30	
13-May	A	31	
20-May	B	ST2	
SPRING HALF TERM (Inc. BH) 7 Weeks / 35 Days			
3-Jun	A	ST2	
10-Jun	B	ST2	
17-Jun	A	35	
24-Jun	B	36	
1-Jul <sup>6</sup>	A	37	
8-Jul	B	38	
15-Jul	A	39	
*22-24/7/24 INSET converted to 9 x Twilight			

Prior (Y9)	Now (Y10)	Next (Y11)
Analyse the <b>similarities</b> and <b>differences</b> between texts. Select apt language and structure to achieve <b>purpose</b> and suit <b>audience</b> .	Identify and evaluate <b>comparisons</b> on how writers deliver viewpoint. Make consistent, ambitious choices to meet the <b>purpose</b> and <b>audience</b> brief.	Share sustained critical <b>comparisons</b> on how writers convey viewpoints. Make <b>perceptive</b> , well-judged choices to meet <b>purpose</b> and <b>audience</b> needs.

<b>LANG C2SA: 19<sup>th</sup> &amp; 21<sup>st</sup> Century Reading (1 hour)</b> <b>LANG C2SB: Transactional/Persuasive Writing (1 hour)</b>			
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<b>Component 1 – 20<sup>th</sup> Century Fiction and Narrative Writing (7 Weeks/7 lessons)</b> Students will develop analysis of language & structure with 20 <sup>th</sup> Century Prose extracts. They will create a portfolio of narrative plans and drafts, developing skills of characterisation and narrative structure and honing control of VSSPS for effect. <i>Practice Papers: Stephen and Kate, Emma and Robbie</i> <b>Learning Outcomes:</b> <b>GW:</b> Students write a narrative using a <b>sophisticated</b> structure, with precise VSSP <b>BI:</b> Students make <b>informed</b> choices on narrative structure, with sophisticated VSSP <b>EW:</b> Students <b>construct</b> narrative structure to meet desired intent, with mature VSSP			
Prior (Y9)	Now (Y10)	Next (Y11)	
Explore the merit of adapting <b>narrative structure</b> for effect. Assess and explore a range of <b>VSSP</b> to achieve desired impact.	Make judgements on <b>narrative structure</b> to influence reader Evaluate and respond in practise using a sophisticated array of <b>VSSP</b> precisely.	Make informed choice of <b>narrative structure</b> to suit desired intent. Make discerning <b>VSSP</b> choices which are extensive, robust and mature.	

<b>Component 2 – Non-Fiction and Transactional Writing (5 Weeks/ 5 lessons)</b> Students will continue to explore 19 <sup>th</sup> and 21 <sup>st</sup> Century non-fiction texts, developing confident comparisons on writers’ techniques. They will develop confidence writing a range of transactional and persuasive writing types, developing their views and opinions. <i>Practice Paper: Flight</i> <b>Learning Outcomes:</b> <b>GW:</b> Students <b>analyse</b> language + structure, and apply to own writing <b>BI:</b> Students <b>evaluate</b> impact of language + structure, and effectively deploy in writing <b>EW:</b> Students <b>critically evaluate</b> language + structure in reading and writing			
Prior (Y9)	Now (Y10)	Next (Y11)	
Share <b>personal</b> judgements including alternate interpretations. Select apt language and structure to achieve <b>purpose</b> and suit <b>audience</b> .	Make informed <b>evaluations</b> that derive from close textual analysis. Make consistent, ambitious choices to meet the <b>purpose</b> and <b>audience</b> brief.	Make persuasive <b>evaluations</b> from close textual analysis. Make <b>perceptive</b> , well-judged choices to meet <b>purpose</b> and <b>audience</b> needs.	

<b>Component 1 - 20<sup>th</sup> Century Fiction and Narrative Writing (5 Weeks/10 lessons)</b> Students will continue to develop analysis of language & structure with 20 <sup>th</sup> Century Prose extracts. They will create a portfolio of narrative plans and drafts, developing skills of characterisation and narrative structure and honing control of VSSPS for effect. <i>Practice Paper: Megan in London, Ruby Lennox</i> <b>Learning Outcomes:</b> <b>GW:</b> Students apply <b>speculative</b> and <b>tentative</b> language to analysis of text <b>BI:</b> Students begin to <b>evaluate</b> writer’s language by using evaluative verbs <b>EW:</b> Students <b>critique</b> writer’s language employing a range of evaluative verbs			
Prior (Y9)	Now (Y10)	Next (Y11)	
Explore in detail using the <b>structure</b> of spot, comment, zoom. Assess clarity and adjust expression through <b>literary / linguistic</b> devices.	Apply speculative and tentative language to <b>structure</b> comments. Apply and utilise a range of <b>literary</b> and <b>linguistic</b> devices with precision.	In <b>structuring</b> comments, critique writers’ choices using evaluative verbs. Make <b>perceptive literary</b> and <b>linguistic</b> choices to convey sophisticated ideas.	

<b>LANG C1SA: 20<sup>th</sup> Century Reading (1 hour)</b> <b>LANG C1SB: Creative Writing (45 minutes)</b> <b>ST2 EBI responses (2 lessons)</b>			
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<b>Spoken Language (5 Weeks/5 lessons)</b> Students will explore effective presentational skills and prepare a presentation. Students will deliver this presentation, applying the skills they have acquired, and engage in a discussion. <b>Learning Outcomes:</b> <b>GW:</b> Students present <b>straightforward</b> ideas, responding to questions appropriately. <b>BI:</b> Students express challenging ideas, responding formally and in detail. <b>EW:</b> Students confidently discuss sophisticated idea with elaborate detail.			
Prior (Y9)	Now (Y10)	Next (Y11)	
Express <b>straightforward</b> ideas, with a structured presentation. Listen to questions and provide an appropriate <b>response</b> .	Express <b>challenging</b> ideas, using a range of vocabulary to meet audience. Listen to questions and <b>respond</b> formally and in detail.	Express <b>sophisticated</b> ideas sensitively matching vocabulary to purpose. Listen and <b>respond</b> to questions perceptively with elaborate detail.	

- 4/9/23 INSET (In School)
- 5/9/23 Y7 Only

- 21/9/23 INSET (Open Evening)
- 29/3/24 Bank Holiday (Good Friday)

- 6/5/24 Bank Holiday (Spring BH Monday)
- 5/7/24 INSET (SJB Trust)