			Year 10 Ov	verview 2023 - 34 -	- English Literature					
Date 8 Wee	Week ks / 38 Days	Assess		Units Studi	ed & Learning Outcomes					
Tue 5-Sep <sup>1+2</sup>	Α	1	A Christmas Carol (12 Wee	ks/22 lessons)	<u> </u>					
			· · · · · · · · · · · · · · · · · · ·	ge on the Victorian Period and C	harles Dickens through studying	the plot, characters and themes in A Christma				
11-Sep	В	2	Carol. Learning Outcomes:							
18-Sep <sup>3</sup>	Α	3	Learning Outcomes: GW: Students identify key moments in character and theme development							
25-Sep	В	4	BI: Students analyse development of character and theme through language + structure							
			EW: Students evaluate writer's message through character and theme							
2-Oct	Α	5	Prior (Y9)	Now (Y10)	Next (Y11)					
9-Oct	В	6	Analyse <b>thematic</b> presentation and evaluate the effectiveness.	Share critical and personal responses to the presentation of <b>themes</b> .	Evaluate the novel's moral and philosophical significance.					
16-Oct	Α	7	Assess confidently the use of character within the text.	Evaluate the complexity of the writers' characters.	Critique the <b>characters</b> and identify universal aspects of them.					
23-Oct	В	8				1				
	R HALF TERI ks / 34 Days		Poetry Anthology – Relationships and War (12 Weeks/12 lessons)  Students will read a collection of neetry from the EDLICAS anthology, analyzing and comparing the impact of language, form and context.							
6-Nov	А	9	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.							
13-Nov	В	10	Learning Outcomes:							
				dly distinguish links betwee						
20-Nov	Α	11	1		structure, message and con	tent				
		12	Prior (Y9)	luate the context's influence  Now (Y10)	Next (Y11)	1				
27-Nov	В		Explore the <b>contexts</b> of each poem and	Sophisticatedly, distinguish the varied	Draw upon knowledge of all forms* of					
			delve into Romanticism. Assess the poetic conventions and	contexts and features of each poem.  Apply understanding of poetic	the <b>contexts</b> to evaluate.  Critique the <b>poetic conventions</b> and					
			themes particularly the relationships.	conventions and themes to analysis.	interpret themes confidently.					
4-Dec	Α	ST1	LIT C2SB: 19th Century Pros	e – Source-Based Qu (45 m	inutes)					
11-Dec	В	ST1	LIT C1SB: Poetry Anthology	/ – Part A & B (1 hour)						
18-Dec	А	15	Blood Brothers (17 Weeks)	18 Lessons						
	MAS HOLIDA			ers, studying its plot, characters	and key themes. They will devel	op confidence with the drama form, analysing				
	ks / 30 Days		the impact of stage directions.							
8-Jan	В	16	Learning Outcomes:	characters' behaviour, relati	onshins and motivations					
15-Jan	Α	17		haracters' behaviour, relation						
22-Jan	В	18		haracters' behaviour, relati	•					
29-Jan		19	Prior (Y9)	Now (Y10)	Next (Y11)					
29-Jan	Α		Analyse thematic presentation through drama in relation to genre.	Share critical and personal responses to the presentation of <b>themes</b> .	Critique the presentation of culture through <b>themes</b> .					
5-Feb	В	20	Critique the presentation of culture through <b>themes</b> .	Evaluate the complexity of <b>characters</b> through dramatic performance.	Critique the <b>characters</b> and identify universal aspects of them.					
12-Feb	Α	21	through themes	through dramatic performance.	differsal aspects of them.	1				
	RY HALF TER ks / 24 Days	М	Poetry Anthology – Power and Time & Change (17 Weeks/10 lessons)							
26-Feb	B B	22	•	on of poetry from the EDUQAS a	nthology through close analysis	and comparison of perspectives, context,				
			language and structure.							
4-Mar			Learning Outcomes:							
	Α	23	Learning Outcomes: GW: Students analyse the i	mpact of form and structure	e on the poem's meaning.					
11-Mar	A B	23 24	<b>GW</b> : Students analyse the i	mpact of form and structure						
			GW: Students analyse the i BI: Students evaluate the ir EW: Students perceptively	npact of form and structure evaluate the impact of form	, considering mood/tone. n + structural choices on mea	aning				
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11-Mar  18-Mar  25-Mar <sup>4</sup> EASTER HG 6 Wee  15-Apr  22-Apr  29-Apr  6-May <sup>5</sup> 13-May  20-May  SPRING HAI 7 Weel  3-Jun  10-Jun	B A B DLIDAY (Inc. ks / 29 Days A B A B A B A B A B A B A B A B A A B A A B A A B A A B A A B A A B A B A A B A B A A B A B A B A A B B A B A B B A B B A B B A B B A B B A B	24 25 26 BH) 27 28 29 30 31 ST2 : BH) ST2 ST2 35	GW: Students analyse the in BI: Students evaluate the in EW: Students perceptively Prior (Y9)  Explore in close detail a range of structural devices and impacts. Analyse the language closely using subject terminology accurately.  Romeo and Juliet (17 Weel Students will read 'Romeo and character, mood and impact of Learning Outcomes: GW: Students apply knowle BI: Students evaluate characters: Students evaluate characters: Students make percep Prior (Y9)  Explore the journey characters have over the journey characters have over the journey characters have using relevant subject terminology.  LIT C1SA: Shakespeare R&J LIT C2SA: Post 1914 Prose/ST2 EBI responses (2 lesson Unseen Poetry (5 Weeks/1)	mpact of form and structure evaluate the impact of form  Now (Y10)  Identify and evaluate the impact of varied structures upon the meaning. Evaluate the language using ambitious, precise subject terminology.  KS/18 lessons)  Juliet' exploring the plot, charact dramatic irony.  edge of characters and to an acter motivations in key scentive analysis of characters by  Now (Y10)  Evaluate the complexity of Shakespears' scharacters.  Justify own interpretations of language and structure of the text.  - essay (40 minutes)  Drama - Source-Based Qu (1s)	, considering mood/tone.  n + structural choices on mea  Next (Y11)  Make personal critiques of the poetic forms and structures.  share critical comparisons and in evaluating the language.  cters and themes. They will deve the structure of the text on the structure of the structure of the structure of the text.  Next (Y11)  Critique the characters and identify universal aspects of them. Perceptively evaluate the language and structure of the text.  45 minutes)	lop skills to track an extract, analysing imagery s. ge.				
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11-Mar  18-Mar  25-Mar <sup>4</sup> EASTER HG 6 Wee  15-Apr  22-Apr  29-Apr  6-May <sup>5</sup> 13-May  SPRING HAI  7 Weel  3-Jun  10-Jun  17-Jun  24-Jun  1-Jul <sup>6</sup>	B A B B OLIDAY (Inc., ks / 29 Days A B A B A B A B A B A B A B A B A B A	24 25 26  BH) 27 28 29 30 31  ST2 31  ST2 ST2 35 36 37	GW: Students analyse the in BI: Students evaluate the in EW: Students perceptively Prior (Y9)  Explore in close details a range of structural devices and impacts. Analyse the language closely using subject terminology accurately.  Romeo and Juliet (17 Weel Students will read 'Romeo and character, mood and impact of Learning Outcomes: GW: Students apply knowle BI: Students evaluate character. Students make percep Prior (Y9)  Explore the journey characters have over the play. Analyse the language and structure using relevant subject terminology.  LIT C1SA: Shakespeare R&L LIT C2SA: Post 1914 Prose/ST2 EBI responses (2 lesson Students will read a range of copoets' use of language, structure Learning Outcomes: GW: Students evaluate the in EW: Students perceptively	when the impact of form and structure evaluate the impact of form Now (Y10)  Identify and evaluate the impact of varied structures upon the meaning. Evaluate the language using ambitious, precise subject terminology.  KS/18 lessons)  Juliet' exploring the plot, charact dramatic irony.  Endge of characters and to an acter motivations in key scentive analysis of characters by Now (Y10)  Evaluate the complexity of Shakespeare's characters. Justify own interpretations of language and structure of the text.  I essay (40 minutes)  Drama - Source-Based Qu (Ins)  Interporary poetry, developing re and form.  anguage choices closely, compact of language choices, cevaluate the impact of language choices.	, considering mood/tone.  n + structural choices on mean structural choices on mean structures.  Next (Y11)  Make personal critiques of the poetic forms and structures. Share critical comparisons and in evaluating the language.  In the structure of the mean structure of the structure of the structure of the characters and identify universal aspects of them.  Next (Y11)  Critique the characters and identify universal aspects of them. Perceptively evaluate the language and structure of the text.  45 minutes)  confidence to discuss and comparisidering connotations considering mood/tone.  uage choices on message.	lop skills to track an extract, analysing imagery s. ge.				
11-Mar  18-Mar  25-Mar <sup>4</sup> EASTER HG 6 Wee  15-Apr 22-Apr 29-Apr 6-May <sup>5</sup> 13-May  SPRING HAI 7 Weel 3-Jun 10-Jun 17-Jun 24-Jun 1-Jul <sup>6</sup> 8-Jul	B A B OLIDAY (Inc. ks / 29 Days A B A B A B A B A B A B A B A B B A B B A B B A B B A B B A B B A B	24 25 26  BH) 27 28 29 30 31  ST2 :: BH) ST2 ST2 35 36 37 38	GW: Students analyse the in BI: Students evaluate the in EW: Students perceptively Prior (Y9)  Explore in close details a range of structural devices and impacts. Analyse the language closely using subject terminology accurately.  Romeo and Juliet (17 Weel Students will read 'Romeo and character, mood and impact of Learning Outcomes: GW: Students apply knowle BI: Students evaluate character. Students evaluate character. Students make percep Prior (Y9)  Explore the journey characters have over the play. Analyse the language and structure using relevant subject terminology.  LIT C1SA: Shakespeare R&LLIT C2SA: Post 1914 Prose/ST2 EBI responses (2 lessor Students will read a range of copets' use of language, structure Learning Outcomes: GW: Students analyse the IBI: Students evaluate the in	mpact of form and structure evaluate the impact of form  Now (Y10)  Identify and evaluate the impact of varied structures upon the meaning. Evaluate the language using ambitious, precise subject terminology.  KS/18 lessons)  Juliet' exploring the plot, charact dramatic irony.  edge of characters and to are acter motivations in key scent tive analysis of characters by  Now (Y10)  Evaluate the complexity of Shakespeare's characters. Justify own interpretations of language and structure of the text.  1 - essay (40 minutes) Drama - Source-Based Qu (1ss)  Intemporary poetry, developing the and form.  anguage choices closely, compact of language choices, of	, considering mood/tone.  n + structural choices on mea  Next (Y11)  Make personal critiques of the poetic forms and structures.  share critical comparisons and in evaluating the language.  cters and themes. They will deve  alyse reactions in key scene has using wider plot knowled assed on wider plot knowled assed on wider plot knowled universal aspects of them.  Perceptively evaluate the language and structure of the text.  45 minutes)  confidence to discuss and comparisidering connotations considering mood/tone.	lop skills to track an extract, analysing imagery s. ge.				
11-Mar  18-Mar  25-Mar <sup>4</sup> EASTER HG 6 Wee  15-Apr 22-Apr 29-Apr 6-May <sup>5</sup> 13-May  SPRING HAI 7 Weel 3-Jun 10-Jun 17-Jun 24-Jun 1-Jul <sup>6</sup> 8-Jul	B A B B COLIDAY (Inc. ks / 29 Days A B A B A B A B A B A B A B A B A B A	24 25 26 BH) 27 28 29 30 31 ST2 ST2 ST2 35 36 37 38 39	GW: Students analyse the in BI: Students evaluate the in EW: Students perceptively Prior (Y9)  Explore in close details a range of structural devices and impacts. Analyse the language closely using subject terminology accurately.  Romeo and Juliet (17 Weel Students will read 'Romeo and character, mood and impact of Learning Outcomes: GW: Students apply knowle BI: Students evaluate character, mood and impact of Learning Outcomes: GW: Students make percep Prior (Y9)  Explore the journey characters have over the play. Analyse the language and structure using relevant subject terminology.  LIT C1SA: Shakespeare R&L LIT C2SA: Post 1914 Prose/ST2 EBI responses (2 lesson Students will read a range of copoets' use of language, structure Learning Outcomes: GW: Students analyse the IB: Students evaluate the in EW: Students perceptively Prior (Y9)  Analyse the purpose and reader reaction (Inc. own), describing effects	mpact of form and structure evaluate the impact of form  Now (Y10)  Identify and evaluate the impact of varied structures upon the meaning. Evaluate the language using ambitious, precise subject terminology.  KS/18 lessons)  Juliet' exploring the plot, charact dramatic irony.  edge of characters and to an acter motivations in key scent tive analysis of characters by  Now (Y10)  Evaluate the complexity of Shakespeare's characters. Justify own interpretations of language and structure of the text.  - essay (40 minutes) Drama - Source-Based Qu (1s)  Intemporary poetry, developing the analysis of language choices, (1s)  Share summative judgements on the reader and purpose from analysis.	, considering mood/tone.  n + structural choices on mea  Next (Y11)  Make personal critiques of the poetic forms and structures. Share critical comparisons and in evaluating the language.  cters and themes. They will deve the susing wider plot knowled assed on the characters and identify universal aspects of them. Perceptively evaluate the language and structure of the text.  45 minutes)  confidence to discuss and comparisidering connotations considering mood/tone. uage choices on message.  Next (Y11)  Make informed analyses of the intended readers and purposes.	lop skills to track an extract, analysing imagery s. ge.				
11-Mar  18-Mar  25-Mar <sup>4</sup> EASTER HG 6 Wee  15-Apr  22-Apr  29-Apr  6-May <sup>5</sup> 13-May  SPRING HAI  7 Weel  3-Jun  10-Jun  17-Jun  24-Jun  1-Jul  15-Jul	B A B B COLIDAY (Inc. ks / 29 Days A B A B A B A B A B A B A B A B A B A	24 25 26 BH) 27 28 29 30 31 ST2 ST2 ST2 35 36 37 38 39	GW: Students analyse the in BI: Students evaluate the in EW: Students perceptively Prior (Y9)  Explore in close detail a range of structural devices and impacts. Analyse the language closely using subject terminology accurately.  Romeo and Juliet (17 Weel Students will read 'Romeo and character, mood and impact of Learning Outcomes: GW: Students apply knowle BI: Students evaluate characters to the students make percep Prior (Y9)  Explore the journey characters have over the journey characters have over the journey characters have using relevant subject terminology.  LIT C1SA: Shakespeare R&J LIT C2SA: Post 1914 Prose/ST2 EBI responses (2 lesson Unseen Poetry (5 Weeks/1 Students will read a range of copoets' use of language, structure Learning Outcomes: GW: Students analyse the IBI: Students perceptively Prior (Y9)  Analyse the purpose and reader	mpact of form and structure evaluate the impact of form  Now (Y10)  Identify and evaluate the impact of varied structures upon the meaning. Evaluate the language using ambitious, precise subject terminology.  Ks/18 lessons)  Juliet' exploring the plot, charact dramatic irony.  edge of characters and to an acter motivations in key scentive analysis of characters by Now (Y10)  Evaluate the complexity of Shakespeare's characters. Justify own interpretations of language and structure of the text.  - essay (40 minutes)  Drama - Source-Based Qu (1s)  Interpretations of language choices closely, compact of language choices closely, compact of language choices (openation)  Now (Y10)  Share summative judgements on the	n + structural choices on mean Next (Y11)  Make personal critiques of the poetic forms and structures. Share critical comparisons and in evaluating the language.  Sters and themes. They will deve the structure of the sters and themes. They will deve the sters and identify universal aspects of them.  Perceptively evaluate the language and structure of the text.  45 minutes)  confidence to discuss and compositions considering connotations considering mood/tone.  uage choices on message.  Next (Y11)  Make informed analyses of the	op skills to track an extract, analysing imager				

Year 10 Overview 2023-24 – English Language										
Date   Week   Assess   Weeks / 38 Days   Units Studied & Learning Outcomes										
Tue 5-Sep <sup>1+2</sup>	A A	1	Component 2 – Non-Fiction							
11-Sep	В	2	Students will explore 19 <sup>th</sup> and 21 <sup>st</sup> Century non-fiction texts, developing confident comparisons on writers' techniques. They							
18-Sep <sup>3</sup> 25-Sep	A B	3 4	will develop confidence writing a range of transactional and persuasive writing types, developing their views and opinions.							
2-Oct	Α	5	Practice Papers: Volcanoes, Tight Rope Walkers							
9-Oct	В	6	Learning Outcomes:							
16-Oct	A	7	GW: Students identify and	discuss specific examples fo	r comparison.					
23-Oct	B	8 RM	BI: Students analyse compa	risons in how writers delive	er viewpoint.					
OCTOBER HALF TERM 7 Weeks / 34 Days			EW: Students perceptively distinguish comparisons in how writers deliver viewpoint							
6-Nov 13-Nov	A B	9 10	Prior (Y9)  Analyse the similarities and	Now (Y10)  Identify and evaluate comparisons on	Next (Y11) Share sustained critical comparisons					
20-Nov	Α	11	differences between texts.	how writers deliver viewpoint.	on how writers convey viewpoints.					
27-Nov	В	12	Select apt language and structure to achieve <b>purpose</b> and suit <b>audience</b> .	Make consistent, ambitious choices to meet the <b>purpose</b> and <b>audience</b> brief.	Make perceptive, well-judged choices to meet purpose and audience needs.					
4-Dec	Α	ST1	LANG C2SA: 19th & 21st Cen	tury Reading (1 hour)						
11-Dec	В	ST1	LANG C2SB: Transactional/	• • •	)					
18-Dec	А	15	Component 1 – 20th Centur		•					
CHRISTM			Students will develop analy	sis of language & structure	with 20 <sup>th</sup> Century Prose extra	acts. They will create a portfolio of				
6 Week	s / 30 Da	ys	narrative plans and drafts, developing skills of characterisation and narrative structure and honing control of VSSPS for effect.							
8-Jan	В	16	Practice Papers: Stephen an	d Kate, Emma and Robbie						
15-Jan	А	17	Learning Outcomes: GW: Students write a narra	tive using a sophisticated of	tructure with pracica VCCD					
22-Jan	В	18			ture, with sophisticated VSSF					
29-Jan	A	19			sired intent, with mature VSS					
			Prior (Y9)	Now (Y10)	Next (Y11)					
5-Feb	В	20	Explore the merit of adapting narrative structure for effect.	Make judgements on narrative structure to influence reader	Make informed choice of narrative structure to suit desired intent.					
12-Feb	А	21	Assess and explore a range of VSSP to achieve desired impact.	Evaluate and respond in practise using a sophisticated array of VSSP	Make discerning VSSP choices which are extensive, robust and mature.					
12-гер	A	21	achieve desired impact.	precisely.	are extensive, robust and mature.					
FEBRUAR			Component 2 – Non-Fiction	and Transactional Writing	(5 Weeks/ 5 lessons)					
26-Feb	s / 24 Da B	<b>ys</b> 22		•		confident comparisons on writers'				
Zb-Feb				op confidence writing a ran	ge of transactional and persu	asive writing types, developing their				
4-Mar	Α	23	views and opinions.							
11-Mar	В	24	Practice Paper: Flight Learning Outcomes:							
18-Mar	Α	25	GW: Students analyse language + structure, and apply to own writing							
					and effectively deploy in writi	ing				
	В		EW: Students critically eval			1				
25-Mar <sup>4</sup>		26	Prior (Y9) Share personal judgements including	Now (Y10)  Make informed evaluations that	Next (Y11)  Make persuasive evaluations from					
			alternate interpretations.	derive from close textual analysis.	close textual analysis.					
			Select apt language and structure to achieve <b>purpose</b> and suit <b>audience</b> .	Make consistent, ambitious choices to meet the <b>purpose</b> and <b>audience</b> brief.	Make perceptive, well-judged choices to meet purpose and audience needs.					
EASTER HO	LIDAY <mark>(In</mark> s / 29 Da		Component 1 - 20th Century Fiction and Narrative Writing (5 Weeks/10 lessons)							
15-Apr	A A	ys 27				Prose extracts. They will create a				
				and drafts, developing skills	s of characterisation and narr	rative structure and honing control of				
22-Apr	В	28	VSSPS for effect.  Practice Paper: Megan in Lo	andon Ruhy Lennox						
29-Apr	А	29	Learning Outcomes:							
6-May <sup>5</sup>	В	30	GW: Students apply specula	ative and tentative languag	e to analysis of text					
			BI: Students begin to evaluate writer's language by using evaluative verbs							
			EW: Students critique write		_	1				
13-May	А	31	Prior (Y9)  Explore in detail using the structure of	Now (Y10) Apply speculative and tentative	Next (Y11) In structuring comments, critique					
			spot, comment, zoom. Assess clarity and adjust expression	language to structure comments.  Apply and utilise a range of literary	writers' choices using evaluative verbs.  Make perceptive literary and linguistic					
			through literary / linguistic devices.	and linguistic devices with precision.	choices to convey sophisticated ideas.					
20-May	В	ST2								
SPRING HALI			LANG C1SA: 20th Century Reading (1 hour)							
	5 / 35 Day		LANG C1SB: Creative Writing (45 minutes)							
3-Jun	А	ST2	ST2 EBI responses (2 lessons)							
10-Jun	В	ST2								
17-Jun	Α	35	Spoken Language (5 Weeks			de ano esti de Pero esta				
24-Jun	В	36	Students will explore effect applying the skills they have			dents will deliver this presentation,				
1-Jul <sup>6</sup>	Α	37	Learning Outcomes:	acquireu, anu engage in a	uiscussiuii.					
8-Jul	В	38		ghtforward ideas, respondir	ng to questions appropriately	<i>'</i> .				
15-Jul	А	39	BI: Students express challenging ideas, responding formally and in detail.							
13-101	_ ^	33	EW: Students confidently di	·	th elaborate detail.					
*22-24/	7/2/11	SFT	Prior (Y9) Express straightforward ideas, with a	Now (Y10) Express challenging ideas, using a	Next (Y11) Express sophisticated ideas sensitively					
converted			structured presentation.	range of vocabulary to meet audience.	matching vocabulary to purpose.					
			Listen to questions and provide an appropriate response.	Listen to questions and respond formally and in detail.	Listen and <b>respond</b> to questions perceptively with elaborate detail.					

- 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 (SJBF Trust)