

English Literature

English as a subject provides students with the most basic skills, they require to be successful in secondary education and life. We intend to build upon key literacy skills developed at Key Stage 2 and then enhance further in preparation for their GCSEs and beyond to enable students to flourish and be confident within the subject. As the English department, we aim to instill a love of literature through a thematic-based curriculum at Key Stage 3 that seeks to equip students with the cumulative knowledge required to be successful in the GCSEs and beyond; we intend to provide a wealth of cultural capital and spiritual, moral, social and cultural development opportunities through the texts we deliver. This will develop the skills needed for exams and mould our students into well-rounded, informed and tolerant members of society.

Year 10 English Literature

Terms One and Two

Content of study	AQA Shakespearean text – <i>Romeo and Juliet</i>
What are the aims and objectives of this term?	Students will explore the play <i>Romeo and Juliet</i> by William Shakespeare in preparation for year 11 and Paper 1 Section A of their Literature GCSE. This exam section requires students to analyse a given extract based on a character or thematic question and make clear links to other parts of the play. The exam is a 'closed book', which means students do not have a copy of the text with them in the exam. Students will practise their skills of knowledge retrieval, analytical essay writing and knowledge of relevant contextual details. By the end of the unit, students will have confidence in approaching an AQA exam-style question, be familiar with the mark scheme and have practised writing essays for various questions.
What previous knowledge is required?	Students will require a secure knowledge of the play's plot, characters, and themes covered in the year 9 unit of work. They also need a secure understanding of how stagecraft is essential to create effects.
How will this term's content help with future learning?	This unit directly links to the student's GCSE Literature exam. Students will revisit this content in year 11, before sitting the exam later the year.
Resources	- BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zykncwx - Sparknotes: https://www.sparknotes.com/shakespeare/romeojuliet/ - Educake: All students receive an Educake login which allows students to complete low-stakes quizzes as part of their homework - CGP <i>Romeo & Juliet</i> text, revision guide and cards (available via ParentPay)
Links to the national curriculum/specification	AQA Literature GCSE Specification: https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance
Assessments	Students will complete at least two full exam question-style assessments across the two terms. The assessment will be marked using the GCSE mark scheme, and a mark out of 30 will be awarded. All assessment objectives will be assessed: - AO1: Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response using textual references, including quotations, to support and illustrate interpretations. - 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 and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Terms Two and Three	
Content of study	<i>Jekyll and Hyde</i> by Robert Louis Stevenson
What are the aims and objectives of this term?	As part of their Literature Paper 1 exam, students will answer an exam question regarding the novel 'Jekyll and Hyde'. Throughout the term, students will thoroughly explore the text and its context, allowing them to develop their knowledge and skills in reading, writing and critical thinking. By the end of this unit, students will be able to confidently read in-depth to discuss and explain their understanding and ideas, analyse the language and comment on both form and structure and how the writer uses it to create meanings and effects. Students will be shown how to use relevant subject terminology where appropriate and show their understanding of the relationships between texts and the contexts in which they were written.
What previous knowledge is required?	Students will have explored 19th-century texts across KS3 that allow them to make inferences and references to evidence in the text confidently. Students can successfully comment on the writing's purpose, effect and context. Moreover, students must be able to read critically by knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. They will also need a good understanding of how these have been used to give effect through studying their effects, setting, plot, and characterisation.
How will this term's content help with future learning?	This unit will allow students to confidently familiarise themselves with the content and context of the 19 th century text, ready for when they revisit it in year 11. This will also support them in their preparations of their GCSE Literature paper 1 exam.
Resources	- Mr Bruff – Jekyll and Hyde https://www.youtube.com/results?search_query=jekyll+and+hyde+mr+bruff - BBC Bitesize https://www.bbc.co.uk/bitesize/topics/z8642p3 - Sparknotes – Jekyll and Hyde https://www.sparknotes.com/drama/an-inspector-calls/ - Educake: All students receive an Educake login which allows students to complete low-stakes quizzes as part of their homework - CGP Jekyll and Hyde Revision guide and cards (available via ParentPay)
Links to the national curriculum/specification	AQA Literature GCSE Specification: https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance
Assessments	Students will complete at least two full exam question-style assessments across the two terms. The assessment will be marked using the GCSE mark scheme, and a mark out of 30 will be awarded. All assessment objectives will be assessed: - AO1: Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response using textual references, including quotations, to support and illustrate interpretations. - 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 and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Terms Four and Five	
Content of study	<i>An Inspector Calls</i> by J.B Priestley
What are the aims and objectives of this term?	As part of their Literature Paper 2 exam, students will be expected to answer an exam question about the play 'An Inspector Calls'. Over the two terms, students will thoroughly explore the text and its context, allowing them to develop their knowledge and skills in reading, writing and critical thinking. By the end of this unit, students will be able to read in-depth and write critically to demonstrate their understanding and ideas, analyse language and comment on both form and structure. Students will be shown how to use relevant subject terminology where appropriate and show their knowledge of the relationships between texts and the contexts in which they were written.
What previous knowledge is required?	Students will have explored a variety of other modern texts across KS3 that allow them to make inferences and references to evidence in the text confidently. Students will be able to successfully comment on the purpose, audience and context of the writing. Moreover, students must be able to read critically by knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. They will also need a good understanding of how these have been used to give effect through studying their effects' setting, plot, and characterisation.
How will this term's content help with future learning?	This unit will allow students to confidently familiarise themselves with the content and context of the drama text, ready for when they revisit it in year 11. This will also support them in their preparations of their GCSE Literature paper 2 exam.
Resources	• Mr Bruff – An Inspector Calls https://www.youtube.com/results?search_query=mr+bruff+an+inspector+calls • BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zpr639q • Sparknotes – An Inspector Calls https://www.sparknotes.com/drama/an-inspector-calls/ • Educake: All students receive an Educake login which allows students to complete low-stakes quizzes as part of their homework • CGP An Inspector Calls Revision guide and cards (available via ParentPay)
Links to the national curriculum/specification	AQA Literature GCSE Specification: https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance
Assessments	Students will complete at least two full exam question-style assessments across the two terms. The assessment will be marked using the GCSE mark scheme, and a mark out of 30 will be awarded. All assessment objectives will be assessed: • AO1: Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response using textual references, including quotations, to support and illustrate interpretations.

	• 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 and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Terms Five and Six	
Content of study	AQA <i>Power & Conflict</i> Poetry Cluster with Unseen Poetry
What are the aims and objectives of this term?	Students will explore up to 15 poems from the 'Power and Conflict' section of the Poetry Anthology in preparation for their GCSEs. This section of the exam (Paper 2 Section B) requires students to compare one poem (printed in the exam) with another from the cluster. Students will practise their knowledge retrieval skills and analytical and comparative essay writing. By the end of the unit, students will have confidence in approaching an AQA exam-style question, be familiar with the mark scheme and have practised writing essays for various poems.
What previous knowledge is required?	Students will require a secure knowledge of poetic devices. They will already have had the opportunity to explore the form, language, and structure within poetry, which students develop on their English journey from year 7.
How will this term's content help with future learning?	This unit will directly prepare students for their GCSE Literature exam. It is also great preparation for students moving forward into year 11.
Resources	• Mr Bruff – Power & Conflict Videos: https://www.youtube.com/playlist?list=PLqGFsWf-P-cAO64lBHZTFwTz2X0DD_Cxk • BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z4nc87h • Sparknotes: https://www.sparknotes.com/poetry/ • Educake: All students receive an Educake login which allows students to complete low-stakes quizzes as part of their homework • CGP Power & Conflict Revision guide and cards (available via ParentPay) • Anthology – provided by the school
Links to the national curriculum/specification	AQA Literature GCSE Specification: https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance
Assessments	Students will complete at least two full exam question-style assessments across the two terms. The assessment will be marked using the GCSE mark scheme, and a mark out of 30 will be awarded. All assessment objectives will be assessed: • AO1: Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response using textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

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| | <ul style="list-style-type: none">• A03: Show understanding of the relationships between texts and the contexts in which they were written.• A04: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |
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