Cornwallis Academy
*Ambitions for All*

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# Year 10 English Literature

## Romeo and Juliet

**What previous knowledge is required?**

Students should already be able to:

- Read and understand a range of literary texts from Key Stage 3.
- Identify and comment on language and structural methods.
- Use quotations to support ideas.
- Explain the effects of a writer's choices using subject terminology.
- Write analytical paragraphs using a clear point, evidence and explanation.
- Understand the concepts of theme, character and setting.
- Demonstrate accurate spelling, punctuation and grammar in extended writing.
- Have a basic understanding of Shakespeare and Elizabethan England from Key Stage 3 study.

**How will this term's content help with future learning?**

This unit introduces students to the study of a Shakespeare text at GCSE level and develops the analytical skills required for English Literature.

Students will:

- Develop a secure understanding of the plot, characters and themes of *Romeo and Juliet*.
- Explore how Shakespeare uses language, form and dramatic structure to present ideas.
- Build knowledge of key quotations and their significance.
- Develop an understanding of Elizabethan beliefs, values and theatrical conventions.
- Learn how to integrate contextual knowledge into analytical writing.
- Develop confidence in responding to extract-based and whole-text GCSE-style questions.
- Strengthen essay-writing skills by constructing analytical arguments supported by textual evidence.

The knowledge and analytical skills developed in this unit provide a foundation for studying the remaining GCSE Literature texts and support English Language through improved inference, textual analysis and written communication.

**Common Misconceptions**

Students often:

- Retell the plot rather than analysing Shakespeare's methods.
- Describe characters without exploring how they develop throughout the play.
- Treat quotations as evidence only, without analysing individual words or phrases.
- Confuse themes such as love, fate and conflict.
- Identify language devices without explaining their effects.

- Overlook dramatic methods such as stage directions, dramatic irony and audience reactions.
- Add contextual information as isolated facts rather than linking it to Shakespeare's intentions.
- Struggle to distinguish between form, language and structure.
- Select quotations that are too long or not closely linked to the question.

These misconceptions are addressed through explicit modelling, retrieval practice, live annotation, guided reading, regular low-stakes quizzes and scaffolded analytical writing.

**National Curriculum / Specification**

This unit directly addresses the assessment objectives for AQA GCSE English Literature – Shakespeare.

AO1

- Maintain a critical style and develop an informed personal response.
- Use relevant textual references and quotations to support interpretations.

AO2

- Analyse how Shakespeare uses language, form and structure to create meanings and effects.
- Use subject terminology accurately.

AO3

- Demonstrate understanding of the relationship between the play and its historical, social and cultural context.

AO4

- Use accurate spelling, punctuation and grammar in written responses.

This unit enables students to:

- Read a substantial text by Shakespeare with increasing independence.
- Analyse how writers use language, form and structure to communicate ideas.
- Develop informed interpretations supported by relevant textual evidence.
- Understand how literature reflects the values and beliefs of different historical periods.
- Develop analytical writing using appropriate literary terminology.
- Build confidence in spoken discussion and justification of interpretations.
- Extend vocabulary and improve written accuracy.

## Jekyll and Hyde/ An Inspector Calls

**What previous knowledge is required?**

Students should already be able to:

- Read and analyse literary texts using appropriate subject terminology.
- Identify and explain the effects of language, form and structural methods.
- Construct analytical paragraphs using relevant textual evidence.
- Develop interpretations supported by quotations.
- Understand how context influences a writer's choices and the reader's interpretation.

- Retrieve key quotations and themes from previously studied texts.
- Write extended analytical responses using accurate spelling, punctuation and grammar.
- Apply GCSE-style essay-writing skills developed through the study of *Romeo and Juliet*.

**How will this term's content help with future learning?**

This unit develops students' understanding of the nineteenth-century novel while broadening their analytical skills in preparation for the remaining GCSE English Literature texts.

Students will:

- Develop a secure understanding of the plot, characters and themes of *The Strange Case of Dr Jekyll and Mr Hyde*.
- Explore how Stevenson uses language, narrative structure and symbolism to communicate ideas.
- Gain an understanding of Victorian society and how contextual factors influence the novella.
- Develop confidence in analysing extract-based and whole-text questions.
- Strengthen retrieval of quotations and thematic knowledge through regular review.
- Refine essay-writing skills by constructing detailed analytical responses.
- Begin the study of *An Inspector Calls* (where time allows), introducing students to modern drama, dramatic methods and Priestley's social and political messages.

The knowledge and analytical skills developed will provide a strong foundation for Year 11 revision and examination preparation across all GCSE Literature texts.

**Common Misconceptions**

*The Strange Case of Dr Jekyll and Mr Hyde*

Students often:

- Retell the plot rather than analyse Stevenson's methods.
- Treat Jekyll and Hyde as completely separate characters instead of exploring the theme of duality.
- Identify Gothic conventions without explaining their purpose or effect.
- Separate contextual information from analysis rather than integrating it naturally.
- Confuse narrative structure with plot.
- Select quotations without analysing individual words and phrases.
- Focus solely on language while overlooking symbolism and narrative perspective.

*An Inspector Calls* (Introduction)

Students may:

- Assume the Inspector is simply a police officer rather than exploring his symbolic role.
- Describe characters instead of analysing Priestley's methods.
- View context as background information rather than a tool for interpretation.

These misconceptions are addressed through explicit modelling, retrieval practice, guided annotation, whole-class feedback and regular GCSE-style analytical writing.

**National Curriculum / Specification**

This unit directly addresses the assessment objectives for **AQA GCSE English Literature**.

**AO1**

- Maintain a critical style and develop an informed personal response.
- Use relevant textual references and quotations to support interpretations.

**AO2**

- Analyse how writers use language, form and structure to create meanings and effects.
- Use subject terminology accurately and appropriately.

**AO3**

- Demonstrate understanding of the relationship between texts and the contexts in which they were written and received.

**AO4**

- Use accurate spelling, punctuation and grammar.

This unit enables students to:

- Read and analyse a nineteenth-century literary text critically.
- Explore how writers communicate ideas through language, form and structure.
- Understand the influence of historical and social context on literary texts.
- Develop informed interpretations supported by textual evidence.
- Write analytical essays using appropriate literary terminology.

- Extend vocabulary and communicate ideas clearly, accurately and effectively.

# An Inspector Calls

**What previous knowledge is required?**

Students should already be able to:

- Read and analyse literary texts using appropriate literary terminology.
- Identify and explain the effects of language, form and structural methods.
- Construct analytical paragraphs using relevant textual evidence.
- Develop informed interpretations supported by quotations.
- Integrate contextual understanding into analytical writing.
- Recall key themes and quotations from previously studied GCSE texts.
- Understand the conventions of drama through their study of *Romeo and Juliet*.
- Apply GCSE-style essay-writing skills and respond to extract-based questions.

If students have begun *An Inspector Calls* at the end of Term 4, they should also have a basic understanding of:

- The plot and setting.
- The Birling family.
- The Inspector's arrival.
- Edwardian society and Priestley's purpose.

**How will this term's content help with future learning?**

This unit introduces students to the GCSE modern text and develops their understanding of drama as a literary form.

Students will:

- Develop a secure understanding of the plot, characters and themes of *An Inspector Calls*.
- Explore how Priestley uses dramatic methods to present ideas and influence the audience.
- Gain an understanding of the social, historical and political context of the play.
- Analyse character development, dramatic structure and stagecraft.
- Build confidence in responding to extract-based and whole-text GCSE questions.
- Strengthen retrieval of quotations and thematic knowledge through regular low-stakes quizzes.
- Refine essay-writing skills by constructing analytical arguments supported by textual evidence and contextual understanding.

The knowledge and skills developed will prepare students for Year 11, where they will revisit the play in greater depth and refine their examination responses.

**Common Misconceptions**

Students often:

- Retell the plot instead of analysing Priestley's methods.
- Describe characters without exploring how they change throughout the play.
- Treat context as separate factual information rather than integrating it into analysis.
- Assume the Inspector is simply a police officer, rather than considering his symbolic and moral role.
- Focus only on language, overlooking dramatic methods such as stage directions, entrances, exits and dramatic irony.
- Use quotations without analysing their significance.
- Confuse Priestley's views with those of individual characters.
- Struggle to explain how the play's structure builds tension and communicates Priestley's message.

These misconceptions are addressed through explicit modelling, guided annotation, retrieval practice, discussion, whole-class feedback and regular GCSE-style analytical writing.

**National Curriculum / Specification**

This unit directly addresses the assessment objectives for **AQA GCSE English Literature – Modern Texts**.

**AO1**

- Maintain a critical style and develop an informed personal response.
- Use relevant textual references and quotations to support interpretations.

**AO2**

- Analyse how Priestley uses language, form and dramatic structure to create meanings and effects.
- Use subject terminology accurately and appropriately.

**AO3**

- Demonstrate understanding of the relationship between the play and its historical, social and political context.

**AO4**

- Use accurate spelling, punctuation and grammar.

This unit enables students to:

- Read and analyse a modern dramatic text critically and independently.
- Explore how playwrights communicate ideas through language, form and dramatic structure.
- Understand the influence of historical and social context on literature.
- Develop informed interpretations supported by textual evidence.
- Write analytical essays using accurate literary terminology.
- Develop confidence in discussion, debate and justification of interpretations.
- Extend vocabulary and communicate ideas clearly and effectively.