

# Year Ten Long Term Planning

2024-2025



## Year 10 Topics:

In year 10 we teach the following units over the course of the year. Each unit draws on prior learning from KS3 and builds on understanding from the KS3 national curriculum. Each unit develops and deepens the core knowledge that will underpin all areas of the curriculum at KS4.

## ENGLISH LITERATURE

<p><b>WHY STUDY ENGLISH LITERATURE?</b></p>	<p>The English Literature qualification enables students to understand that texts from our Literary Heritage have been influential and significant over time and explore their meaning today, exploring how they reflect or influence values, assumptions and sense of identity. Equally students will be taught to connect ideas, examine themes and issues, drawing on a range of texts to become critical readers.</p> <p>A selection of prose, drama and poetry from the Literary Heritage allows teachers a wide choice of set texts. The examination questions allow all students to make a personal, informed response to the texts studied. The qualification offers an enjoyable and stimulating study of English Literature.</p>			
<p><b>TOPIC</b></p>	<p><b>RATIONALE</b></p>	<p><b>KNOWLEDGE ACQUISITION</b></p>	<p><b>CORE SKILLS</b></p>	<p><b>ENRICHMENT</b></p>
<p><b>TERM ONE</b></p> <p><b>Prose / Modern Drama</b></p>	<p>Students will study the GCSE literature texts An Inspector Call and Jekyll and Hyde. Students will read the texts in full and analyse the methods the writers have used to create an effect on the reader/audience and also explore context. This unit enables students to be exposed to further literature texts at a whole text level and revisit the skills from KS3 of analysis and grammar. These skills will be mastered in KS4 as extended writing questions will challenge students to explore thematic links in depth. This topic of study allows students to develop their understanding of contextual factors linking to modern day ideas; such as identity and inequality. These reading opportunities allow students to think about the progression in society linking to key themes; for example, inequality between the classes in the 19<sup>th</sup> century and today. This unit builds on stagecraft learning from KS3 and the performance of the text – live audience experience and reaction and develops analytical skills to become more evaluative and discursive.</p>	<ul style="list-style-type: none"> <li>• Conventions of genre</li> <li>• Analysis of language, form and structure</li> <li>• Cultural capital such as; social inequality</li> <li>• Exploration of tier 2 and 3 vocabulary</li> <li>• Thematic links</li> <li>• Concept driven response</li> <li>• Information retrieval of information</li> <li>• Explicit and implicit inference</li> </ul>	<ul style="list-style-type: none"> <li>• Read a wide range of classic literature fluently and with good understanding, and make connections across their reading</li> <li>• Read in depth, critically and evaluative, so that they are able to discuss and explain their understanding and ideas</li> <li>• Develop the habit of reading widely and often</li> <li>• Appreciate the depth and power of the English literary heritage</li> </ul> <p><b>AO1</b> Explained response to task and whole text Use of references to support explanation</p> <p><b>AO2</b> Explanation of writer’s methods with appropriate use of relevant subject terminology Understanding of effects of writer’s methods on reader</p> <p><b>AO3</b></p>	<p>International Literacy Day</p> <p>Master Classes</p> <p>Lectures</p>

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<p><b>TERM TWO</b></p> <p><b>Poetry</b></p>	<p>Y10 continues to focus on deepening the knowledge and the mastery of analytical, discursive and evaluative skills using the core literature form of poetry.</p> <p>During this module of study of conflict poetry; students will explore poetry focusing on analysing key language skills through a collection of war and conflict poems. Students will revisit the key CVEA themes from KS3 linking them to KS4 to show how key ideas track across a range of texts. The collection of poems includes poems from our English Heritage through to contemporary poem and poets. The focus on conflict include soldiers in war and the internal conflicts as a result of war.</p> <p>The reading opportunities enriches students understanding and knowledge of historical events as well as more recent and modern events with a view of allowing students to explore these with from a 21<sup>st</sup> century point of view.</p>	<ul style="list-style-type: none"> <li>• Comparison</li> <li>• Evaluation</li> </ul>	<p>Understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task</p> <p><b>AO4</b></p> <p>In the context of the level of demand of the question, learners spell and punctuate with accuracy, and use vocabulary and sentence structures to achieve effective control of meaning.</p>	<p>World Book Day</p> <p>Master Classes</p>
<p><b>TERM THREE</b></p> <p><b>Shakespeare</b></p>	<p>Study of Shakespeare play where students draw on knowledge of purpose, audience and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform their evaluation. Students identify, interpret and analyse themes, ideas and information and explore aspects of plot, characterisation, events and settings, the relationships between them and their effects.</p> <p>This module of study builds on cultural capital from KS3 – ideas are revisited for other texts (social class, Family, Religion and Christianity, Gender and Patriarchy, Morality and the supernatural) – AIC and Jekyll &amp; Hyde and develops cultural literacy.</p>			<p>Viewing of the performance</p> <p>Master Classes</p>