



Subject: English

Lead Teacher: Ms Lord

Year: 10

Curriculum organisation

Students are taught in mixed groups of 30 for four hours per week. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	• Whole class discussion • Pair and group work • Written activities • Reading activities • Watching short video clips • Research tasks • Individual presentation to the class
Autumn Term	• <i>An Inspector Calls</i> (continued from SU2 of Y10) [AUT1] • Writing to Express and Viewpoint and Spoken Language Endorsement [AUT1&AUT2] • Writers' Viewpoints and Perspectives [AUT2]	• What are the key themes in <i>An Inspector Calls</i> and how does Priestley explore these themes? • How can I use rhetorical devices for impact? • How do writers express their viewpoints when writing non-fiction texts?	• Dramatic terminology and literary terminology; key political and social terminology such as socialism and capitalism. • Linguistic terminology and rhetorical devices. <i>Students are typically issued with a knowledge organiser at the start of the sequence which includes details of key content and terminology.</i>	• Inference and deduction. • Linguistic and literary analysis. • Spoken language skills.	
Spring Term	• Revision of Language Paper 1 [SP1] • <i>Macbeth</i> by William Shakespeare (English Literature Paper 1) [SP1 and SP2]	• How does Shakespeare explore the nature of good and evil? • How are the conventions of tragedy employed in the play? • How are the main characters presented? • What are the key themes in the play and how are these explored?	• Analytical and literary terminology. • Contextual concepts: e.g. warrior culture and Jacobean attitudes. <i>Students are typically issued with a knowledge organiser at the start of the sequence which includes details of key content and terminology. The list above includes just a few examples.</i>	• Literary analysis. • Using context to illuminate analysis of literary texts. • Analysis of dramatic devices. • Examination of characterisation and themes.	
Summer Term	• Completing sequence on <i>Macbeth</i> [SU1A] • AQA Power and Conflict poetry anthology (English Literature Paper 2) [SU2]	• How do poets explore conflict in their work? • How do poets examine the nature of power in their work?	• Literary and poetic devices • Key genre and period terminology e.g. Romanticism. <i>Students are typically issued with a knowledge organiser at the start of the sequence which includes details of key content and terminology. The list above includes just a few examples.</i>	• Literary analysis. • Using context to illuminate analysis of literary texts. • Analysis of dramatic devices. • Examination of characterisation.	

Equipment needed for lessons	How will learning and progress be assessed?
• Standard school stationery • Exercise book • Any set texts (e.g. copies of novel or plays) that have been issued for the current unit of work.	• End of sequence assessments (skills and knowledge) • Formal assessment week (May) • Peer and self-assessment • Homework tasks (often research or project based) • Retrieval practice activities • Notes checks.

Extension & Enrichment opportunities	What can you do to support your child?
• We always aim to organise theatre trips to see performances of the set texts whenever this is possible. In recent years, students have been to see performances of <i>Macbeth</i> (including at the Royal Shakespeare Company in Stratford-Upon-Avon) and <i>An Inspector Calls</i>. • The school currently has membership of the RSC and there is usually an annual optional evening trip to see a Shakespeare play. • The department/faculty currently run a number of extra-curricular activities including: the NGHS Literary Society; GCSE Support Club; Drama Club; Debating Club. • As part of the annual house drama competition, students have the opportunity to participate in the preparation and performance of an original short play.	Encouraging students to consider the following: • Re-reading all of the set literature texts to ensure a detailed and comprehensive knowledge of the plays, novella and poems. • Learning key quotations off by heart through knowledge retrieval practice. • Learning the content of the one-page guides off by heart, including sentence stems, through knowledge retrieval practice. • Planning responses to sample questions under timed conditions. • Re-reading model answers and using them when completing timed answers. • Completing timed answers. • Wider reading using resources listed and those that are on the O-Drive / MS Teams • Reading broadsheet newspaper articles. • Revisiting notes from throughout the course on skills; themes; ideas and characters. • Using good quality revision material in revision guides and online. GCSE English Language Specification: https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF GCSE English Literature Specification: https://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF

Inclusion	Inclusion within Y10 English
• Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.	• We include diverse voices, perspectives and identities in our curriculum, including writers with/who had disabilities. • Within English, students are encouraged to think about their own experiences and how these intersect with the intellectual material they encounter. • Dyslexic students are provided with knowledge organisers for each topic in order to have reference to key terminology and definitions. • All teachers employ inclusive pedagogy so not just what they teach but how they teach is inclusive through a variety of delivery techniques (place mats

• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs; students work with the SENDCo to decide upon this.	with instructions/ step-by-step guides, mind maps, multiple choice questions) and assessment design which contributes to the achievement of all pupils (e.g. use of model examples and scaffolded sentence starters/essay frames). • Students are provided with revision resources and tasks, which also includes a calendar schedule of what to complete and when, to help students with Autism organise their exam preparations in the lead up to the exams. • Use of visual and audio cues to support processing of written text. • Key words/subject vocabulary displayed on classroom walls to aid memory in addition to the use of mnemonics/acronyms.
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If you have any questions about this Learning Overview, please contact the named Teacher above.