

Year 10

Students begin their GCSE content with a reminder that *“it is a quest of literature throughout the ages to describe the human condition”*. This means that each text they study will be understood from the perspective of the writer, and will be explored with a critical approach to understand how each writer, be it a writer of fiction or non-fiction, uses the written word to explore the world around them. They will explore this concept in elements of their own writing too, establishing voice, attitude, and creative approaches to engaging topics. The curriculum will now introduce key GCSE material and begin crafting the knowledge and skills learned from KS3. Literature and Language are explored through three stages: Introduce, Craft, & Master.

| Introducing/Crafting Knowledge and Skills | Term 1 (15 weeks) | | Term 2 (10 weeks) | | Term 3 (14 weeks) | |
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| | Literature | Language | Literature | Language | Literature | Language |
| | <p>An Inspector Calls: Introduction Stage (7 weeks – 20 lessons) <u>Knowledge</u> Edwardian Britain – contexts Capitalism, Socialism and Priestley’s politics. Stagecraft, directions, entrances, exits and dramatic irony. Characterisation in drama 3 act structure – plot Key themes – Social responsibility, class, gender, age <u>Skills</u> Analysing dramatic structures and devices Building effective arguments – using umbrella structures</p> <p>The Sign of Four: Introduction Stage (8 weeks – 24 lessons) <u>Knowledge</u> Genre traits - Detective fiction, Gothic, Adventure Plot, setting, characterisation. Literary foil Introducing Victorian contexts – fears, morality, Empire, attitudes to gender, crime and the police, foreignness and the ‘Other’, duality <u>Skills</u> Using contexts and genre traits to aid analysis. Comparing characters Writing about narrative structure and structural tension. Analysing symbolism. Annotating extracts with purpose and focus Planning essays – constructing and shaping argument</p> | <p>Paper 1 – Introduction Stage – Reading (Creative reading) 19 lessons (10 weeks) <u>Knowledge</u> How fiction writing is shaped to engage – narrative hooks, character developments/contrasts, transition points and endings. What ‘evaluation’ means in GCSE reading. <u>Skills</u> How to examine links between language choices and their effects. How to examine writers’ intentions when using structure. How to weigh up opinions about what writers do and how they do it (evaluative approaches).</p> <p>Paper 1 Writing – Introduction Stage – Building/describing character and genre (8 weeks – 16 lessons – 10 lessons during Term 1) <u>Knowledge</u> Writing for purpose: genre and atmosphere, contrast, characterisation, voice and tone, difference between narrative and description. <u>Skills</u> Developing atmosphere – weather and semantic fields. How to develop detail; how to create transitions. How to use/adapt character for genre. Slow reveals – developing theory of omission. Perspective. Structuring description vs structuring narrative.</p> | <p>Macbeth (Re-introduction (5 weeks – 14 lessons) <u>Knowledge</u> Concept of gender in relationships. Conform/Rejecting gender roles in society. Appearance vs. Reality. Varying consequences of unchecked ambition. <u>Skills</u> Explore the purpose of Macbeth and Lady Macbeth’s relationship. Explore motifs of sin and deception Create a clear line of argument using an extract and wider text.</p> <p>Unseen Poetry – (4 weeks – 12 lessons) <u>Knowledge</u> How to approach unseen poems Structural/form/poetic language and devices. Exam skills. <u>Skills</u> How to examine poetic devices How to compare methods</p> <p>Sign of Four – Crafting Stage (3 weeks – 9 lessons) <u>Knowledge</u> Understanding the influence of British Empire on the world of Sherlock Holmes. Fears of foreignness in Victorian Britain. <u>Skills</u> Examining how character is representative of the Victorian world, including: Links to Empire Morality Foreign influence – particularly of India (The ‘Jewel in the Crown’) Structural consideration of how mystery is developed over the course of the novel</p> | <p>Cont. Paper 1 Writing for 3 weeks – 6 lessons) Developing the idea of writing to detail a snapshot in time (5-minute snapshot). Writing to include slow reveals to create mystery. Leading to creative writing assessment with high-quality feedback.</p> <p>Paper 2 Reading – Introduction Stage (Reading Viewpoints and Perspectives) <u>Knowledge</u> Developing understanding of writers’ viewpoints and perspective from KS3 into KS4. Understanding opinion through non-fiction. <u>Skills</u> Identifying explicit information to help understand viewpoints. Making inferences to understand and summarise different experiences of different writers. Developing understanding of how language choices link to express writer experience/feeling. Comparing different perspectives and viewpoints.</p> | <p>Anthology Poetry – Introduction to Love and Relationships (8 weeks – 23 lessons) <u>Knowledge</u> Different forms of ‘love’ and ‘relationships’ Poetic forms, structures and devices Introduction to all 15 poems Key themes – Possessive, absent, romantic, parent/child, distance and separation, memory etc. <u>Skills</u> How to analyse and comment on poetic techniques Understanding themes and meanings. Comparing poems – theme-driven, method-driven.</p> <p>Year 10 Mock Exams Exam focus TBC</p> | <p>Paper 2 Writing – Introduction Stage – Generating Voice (6 weeks – 15 lessons – 8 lessons during Term 1) <u>Knowledge</u> The importance of ‘voice’ and tone in opinion writing. Rhetoric and the art of persuasion/influence. <u>Skills</u> How to express opinion through effective language choices (vocabulary) Developing rhetorical grammatical structures – anaphora, parallelism, antithesis etc. Shaping an argument through personal, social, historical and prospective angles.</p> <p>After Mocks – Spoken Language Endorsement Students will develop their own presentations individually or in pairs as part of their spoken language assessment. These will be presented to an audience (teacher only, if necessary). Students are encouraged to take an independent research approach to one of the chosen GCSE texts to aid revision and enhance deeper understanding.</p> |