Year 10 Curriculum Overview Plan: Subject English

Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Key Theme: **A Christmas Carol**	**Key Theme:** **War and Love Poetry**	**Key Theme:** **Spoken Language – Component 3**	**Key Theme: An Inspector Calls**	**Key Theme:** **Nature and Society**	**Key Theme: Macbeth**	
Key Concepts, Knowledge & Skills to be Embedded: -Knowledge of plot, character and theme across a novella. -Knowledge of 19th Century context. -Analysis of language in 19th Century literature.	**Key Concepts, Knowledge & Skills to be Embedded:** -Knowledge of a range of poems under the theme of war. -Knowledge of a range of appropriate context spanning. -Poetry technique and language analysis.	**Key Concepts, Knowledge & Skills to be Embedded:** -Present information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making	**Key Concepts, Knowledge & Skills to be Embedded:** -Knowledge of plot, character and theme across a play. -Language analysis of a play script. **Links to Prior Learning:** -Shakespeare study in Key Stage 3. -Dramatic technique teaching in Y9. **Key Assessment Pieces:** Write about how Gerald is presented	**Key Concepts, Knowledge & Skills to be Embedded:** -Literal and inferential comprehension -Critical reading -Evaluation of a writer's choice of vocabulary, grammatical and structural features -Producing clear and coherent text **Links to Prior Learning:** -Nature/War/Love Poetry.	**Key Concepts, Knowledge & Skills to be Embedded:** -Literal and inferential comprehension -Critical reading -Evaluation of a writer's choice of vocabulary, grammatical and structural features -Producing clear and coherent text -Adapt reading analysis skills to an extract question. -Character/theme based whole text questions. **Links to Prior Learning:** -KS4 literature texts – An Inspector Calls and A Christmas Carol. -KS3 – literature analysis. **Key Assessment Pieces:** How is Lady Macbeth presented in Act 1 of Macbeth?	
Links to Prior Learning: -Oliver Twist – Y7.	**Links to Prior Learning:** -Poetic voices in Y9					

-Havisham character through Poetic Voices Y9 -Class text studies in KS3. **Key Assessment Pieces:** How does Dickens present Scrooge's character in Stave One? How is poverty presented in Stave 3 of A Christmas Carol? How does Dickens show Scrooge has changed here and the rest of the novella?	-World writing in Y8. **Key Assessment Pieces:** How is war presented in Wilfred Owen's poem 'Dulce Et Decorum Est'? How is the poet's view of love presented in two poems? Comparison practise. **Tier 2/3 Vocabulary Vault:** Trauma Reconcile Harrowing Treacherous Heritage Camaraderie Repatriate Patriotism Glorified Irony	presentations and speeches -Respond to spoken language: listening to and responding appropriately to any questions and feedback -Spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate. **Links to Prior Learning:** -Speech writing during KS3 and KS4. -Inspiration on a range of topics to support independent writing choices.	at different points in the play. Write about how Eric is presented at different points in the play. A theme-based essay question using the full play. **Tier 2/3 Vocabulary Vault:** Society Class Privilege Activist Political Socialist Unrest Equality Pompous Arrogant Capitalism Establishment Aristocracy Pique Chivalrous Condescension	-Poetic Voices Y9. -World Writing in Y8. -Growing Up Poetry Y7. **Key Assessment Pieces:** Choose two poems where the poet talks about nature comparison. How is society presented in London and another poem. **Tier 2/3 Vocabulary Vault:** Reminisce Sensory Dictatorship Aggressive Hostility Melancholic Social Justice Antiquities Imperceptible Isolated	How is the theme of violence presented in Acts 1 and 2 of Macbeth? **Tier 2/3 Vocabulary Vault:** Malevolent Emasculates Deceive Manipulative Anxious Anguish Tormented Disturbed Guilt-ridden Regicide Pragmatic Sibilance **Reading Exposure:** Macbeth – William Shakespeare Contextual information to support reading **Strategies to enable new concepts, knowledge & skills to embed in long-term memory:**

Tier 2/3 Vocabulary Vault: Affluence Misanthropic Societal Jovial Benevolence Redemption Humanitarian Cordial Destitute Implore Melancholy Phenomenon Parsimonious Beneficent Prophetic	Euphemism Sombre Devoted Unconventional Possessiveness Aesthetic Adoration Fidelity Cliché	**Key Assessment Pieces:** -Speech linked to Component 3 exam requirement. -Speaking and listening assessment Tier 2/3 Vocabulary Vault: -Topic dependent to give students the autonomy over their presentation.		Insignificant	-Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap)
	Reading Exposure: -Poems from the Eduqas Anthology. -Contextual pieces for a range of poems.		**Reading Exposure:** -Full script of An Inspector Calls. -Contextual information to further knowledge of plot and language choices.	**Reading Exposure:** -Poems from the Eduqas Anthology. -Contextual pieces for a range of poems.	
Reading Exposure: -Full text of A Christmas Carol -Nonfiction pieces linked to Dickens' London.	**Strategies to enable new concepts, knowledge & skills to embed in long-term memory:** -Retrieval of quotations and	**Reading Exposure:** -Topic dependent to give students the autonomy over their presentation. **Strategies to enable new concepts, knowledge & skills to embed in**	**Strategies to enable new concepts, knowledge & skills to embed in long-term memory:** -Plot retrieval practice.	**Strategies to enable new concepts, knowledge & skills to embed in long-term memory:** -Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap)	

| **Strategies to enable new concepts, knowledge & skills to embed in long-term memory:**

-Plot retrieval practice | contextual knowledge. | **longterm memory:**
 -Use of retrieval practice in DIN. - Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap | | | |