

# YEAR 10 ENGLISH CURRICULUM PROGRESSION OVERVIEW

**Subject Curriculum Intent:** English is the gateway to success and allows students to access all other areas of the curriculum. Our ambition is to ensure all students develop the knowledge and skills to become *curious readers, thoughtful writers and articulate speakers* in order to explore the wider world, flourish in the future and achieve their full potential. We nurture a passion and love of literature from a variety of contexts as well as encouraging students to become analytical thinkers so that they are empowered to form their own views about what they see, hear and read. Through the exploration of great writers, we aim to inspire and develop students' ability to communicate creatively and for different forms, audiences and purposes so that they can articulate their ideas effectively within the English classroom and beyond.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	Memories and Reflections		Control and The Natural Order		Views and Voices	
Topic	<p>Language Paper 1</p> <p>War poems: <i>Remains</i>, <i>Bayonet Charge</i></p> <p><i>A Christmas Carol</i></p>	<p><i>A Christmas Carol</i></p> <p>War poems: <i>The Charge of the Light Brigade</i>, <i>Exposure</i></p>	<p>Nature and Control poems: <i>Storm on the Island</i>, <i>The Prelude</i>, <i>Ozymandias</i></p> <p><i>Macbeth</i></p>	<p>Mastering Language Paper 1</p> <p>Mastering <i>A Christmas Carol</i></p> <p>Nature and Control poems: <i>London</i>, <i>My Last Duchess</i></p>	<p>Identity and Perspective poems: <i>Checking Out Me History</i>, <i>The Emigree</i>, <i>Tissue</i>, <i>War Photographer</i>, <i>Poppies</i>, <i>Kamikaze</i></p> <p>Mastering Language Paper 1</p> <p>Mastering Literature Paper 1</p> <p>Language Paper 2 Section B and Spoken Language</p> <p>Language Paper 2 Section A</p>	
Recall and Resilience	One lesson per fortnight is dedicated to revisiting prior learning through a low stakes quiz and application to an exam-style question. Home learning is linked to the Recall and Resilience topics to promote and build strong revision habits.					
Core Knowledge / Threshold Concept	<p><b>Language Paper 1:</b> Analyse and evaluate a fiction text for language and structure features. Write a narrative or description for a creative writing stimulus (picture or written prompt).</p> <p><b>War poems:</b> Understand the main ideas, themes, context and key images presented in the anthology poems.</p> <p><b><i>A Christmas Carol</i>:</b> Understand the plot, characters, themes, context and writer's intentions of the text.</p>		<p><b>Nature and Control poems:</b> Understand the main ideas, themes, context and key images presented in the anthology poems.</p> <p><b><i>Macbeth</i>:</b> Understand the plot, characters, themes, context and writer's intentions of the text. Analyse the writer's use of methods to present a character or theme.</p> <p><b>Mastering Language Paper 1:</b> Analyse and evaluate a fiction text. Write a narrative or description.</p>		<p><b>Identity and Perspectives poems:</b> Understand the main ideas, themes, context and key images presented in the anthology poems.</p> <p><b>Mastering Language Paper 1:</b> Analyse and evaluate a fiction text. Write a narrative or description.</p> <p><b>Mastering Literature Paper 1:</b> Analyse the writer's use of methods to present a character or theme.</p> <p><b>Language Paper 2:</b> Infer meanings, analyse language and compare writers' perspectives in non-fiction</p>	

	Analyse the writer's use of methods to present a character or theme.		<b>Mastering A Christmas Carol:</b> Analyse the writer's use of methods to present a character or theme.		texts. Write with a viewpoint for a selection of forms, audience and purposes.  <b>Spoken Language:</b> Write and perform a speech or presentation to explore a chosen topic.	
<b>Why this learning now?</b>	This will build on the analysis and creative writing skills introduced and developed at KS3. The "Reading" section of this unit will prepare students for the knowledge and skills needed to understand and analyse the Literature texts: <i>Macbeth, A Christmas Carol and An Inspector Calls</i> .	This will build on the context work completed in KS3 on Victorian context. Students will be required to closely read extracts and use their understanding of the story to link to the wider novella. These skills will prepare them for studying <i>Macbeth</i> where they will also be required to do this.	The themes explored in the Nature and Control poems will provide an introduction to <i>Macbeth</i> . Students will draw upon their knowledge of Shakespeare from KS3 and they will also apply their exam-skills from <i>A Christmas Carol</i> in order to respond to exam-style questions.	Students will consolidate and apply their learning from earlier this year to prepare for their end of year exams.	Students will build on their prior learning of Language Paper 1 and apply their writing skills to convey their own viewpoint on a range of topical issues. Speaking and Listening skills, developed in KS3, will also be required as students will write and perform a speech as part of the Spoken Language component.	Students will complete their revision and preparation for their end of year exams. They will also build on their prior learning of Language Paper 1 and apply their knowledge of language and structure to non-fiction. The comparison skills required for Power and Conflict Poetry can also be transferred to Language Paper 2 Q2 and Q4.
<b>Assessment Opportunities:</b>	Regular formative assessment takes place through the following: recall tasks to link back to prior learning; targeted questioning; written feedback; whole class feedback; live and verbal feedback.					
	Language Paper 1 (in class)	<i>A Christmas Carol</i> question (in class)	<i>Macbeth</i> question (in class)		Spoken Language (in class)	<u>End of Year Exams</u> Language Paper 1 Literature Paper 1
<b>Learning at Home</b>	On a fortnightly cycle, students are provided with revision materials and tasks linked to the upcoming Recall and Resilience lesson.					
<b>Key Vocabulary</b>	perturbing, contemptuous, insidious	beneficent, cordial, parsimonious	hubris, virtuous, foil, transient <u>Recall:</u> hamartia, regicide, Machiavellian, emasculate, duplicitous, tyrannical		condemning, emphatic, imperative, desensitised, displacement	

<p><b>Spiritual, Moral, Social and Cultural concepts covered</b></p>	<p><b>Spiritual:</b></p> <ul style="list-style-type: none"> <li>• ability to be reflective about their own beliefs and perspectives on life</li> <li>• knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• use of imagination and creativity in their learning</li> </ul> <p><b>Moral:</b></p> <ul style="list-style-type: none"> <li>• interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>• acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</li> <li>• use a range of social skills</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity</li> </ul> <p>willingness to respond positively to cultural opportunities</p>
<p><b>Links to careers and the world of work</b></p>	<p><b>Career pathways include the following:</b> writing, journalism, performing, screen-writing, politics, motivational speaker, stage director, speech writer, psychologist, investigator, acting, editor, social media content creation, teaching, administration, emergency services, customer service, marketing, managerial and leadership roles, project manager</p> <p><b>Employability skills:</b> the ability to read, write and speak in a variety of registers and make links between texts and the wider world, how to construct convincing arguments (both verbally and written), the ability to revise and use memory strategies to retain knowledge and information</p>

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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	Humanity and Responsibility		Mastering Language and Literature			
Topic	<p><i>An Inspector Calls</i></p> <p>Mastering Language Paper 2</p> <p>Unseen Poetry</p>	<p>Mastering Language Paper 2</p> <p>Mastering Language Paper 1</p> <p>Mastering A Christmas Carol</p> <p>Mastering Macbeth</p>	<p>Mastering Language Paper 1</p> <p>Mastering Language Paper 2</p> <p>Mastering P&amp;C Poetry</p> <p>Unseen Poetry</p>	<p>Mastering An Inspector Calls</p> <p>Mastering A Christmas Carol</p> <p>Mastering Macbeth</p> <p>Mastering Language Paper 1</p> <p>Mastering Language Paper 2</p> <p>TBC – based on cohort needs</p>	<p><u>Exam Skills:</u></p> <p>Final revision of Language and Literature based on class needs</p>	
Core Knowledge / Threshold Concept	<p><b>An Inspector Calls:</b> Understand the plot, characters, themes, context and writer's intentions of the text. Analyse the writer's use of methods to present a character or theme.</p> <p><b>Mastering Language Paper 2:</b> Infer, analyse and compare writers' perspectives in non-fiction texts. Write with a viewpoint.</p>	<p><b>Mastering Language Paper 2:</b> Infer, analyse and compare writers' perspectives in non-fiction texts. Write with a viewpoint.</p> <p><b>Mastering Language Paper 1:</b> Analyse and evaluate a fiction text. Write a narrative or description.</p> <p><b>Mastering Literature Paper 1 (A Christmas Carol and Macbeth):</b> Analyse the writer's use</p>	<p><b>Mastering Literature Paper 1 (A Christmas Carol and Macbeth):</b> Analyse the writer's use of methods to present a character or theme.</p> <p><b>Mastering Language Paper 1:</b> Analyse and evaluate a fiction text. Write a narrative or description.</p> <p><b>Mastering Language Paper 2:</b> Infer, analyse and compare writers' perspectives in non-fiction texts. Write with a viewpoint.</p> <p><b>Mastering P&amp;C Poetry:</b> Compare the ways poets present ideas related to 'Power' and 'Conflict' in two poems.</p> <p><b>Unseen Poetry:</b> Analyse a poet's use of methods in an unseen poem.</p>	<p>Recall core knowledge for Language and Literature.</p>		

	<b>Unseen Poetry:</b> Analyse a poet's use of methods in an unseen poem.	of methods to present a character or theme.	<b>Mastering An Inspector Calls:</b> Analyse the writer's use of methods to present a character or theme.		
<b>Recall and Resilience</b>	One lesson per fortnight is dedicated to revisiting prior learning (from Year 10 and Year 11) through a low stakes quiz and application to an exam-style question. Home learning is linked to the Recall and Resilience topics to promote and build strong revision habits.				
<b>Why this learning now?</b>	Students will consolidate and apply their learning from Year 10 to prepare for their Autumn term exams. For the Unseen Poetry unit, students will draw upon their knowledge of poetry analysis from KS3 and the Power and Conflict Poetry unit.	This will build on prior learning of social issues and 20 <sup>th</sup> century context from KS3. Students will read the play and link the key historical events and societal viewpoints to the play. They will also use their knowledge and skills from answering exam-style questions for <i>Macbeth</i> and <i>A Christmas Carol</i> to analyse characters and themes in the play.	All content required for Language and Literature has been covered at this point so students will now revisit, consolidate and master their learning. They will also refine their exam-technique by applying their knowledge to questions and prepare for their Spring term exams.	Students will recall their prior learning and consolidate and master exam-technique in preparation for the GCSE examinations in the Summer term.	This is an opportunity to link all prior learning and core knowledge for both Language and Literature in preparation for the final exams. Students will be practising exam-techniques through frequent written exam responses.
<b>Assessment Opportunities:</b>	Regular formative assessment takes place through the following: recall tasks to link back to prior learning; targeted questioning; written feedback; whole class feedback; live and verbal feedback.				
	<u>Autumn term exams</u> Language Paper 2 Literature Paper 2	Literature Paper 1 (in class)  <u>Spring term exams</u> Language Paper 1 Language Paper 2	tbc (responsive)	GCSE examinations (external)	
<b>Learning at Home</b>	On a fortnightly cycle, students are provided with revision materials and tasks linked to the upcoming Recall and Resilience lesson.				
<b>Key Vocabulary</b>	catalyst, penitent, egotistical <u>Recall:</u> condemning, emphatic, imperative	<u>Recall:</u> perturbing, contemptuous, insidious	<u>Recall:</u> desensitised, displacement, transient	<u>Recall:</u> beneficent, cordial, parsimonious, hubris, virtuous, foil, hamartia, regicide, Machiavellian, emasculate, duplicitous, tyrannical	

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