

## Curriculum Overview: Year 10 English – Voices, connections and contexts

Unit 1 (10 weeks) <b>Summer 2 – Autumn 1</b>	Unit 2 (9 weeks) <b>Autumn 1 – Autumn 2</b>	Unit 3 (10 weeks) <b>Autumn 2 – Spring 1</b>	Unit 4 (8 weeks) <b>Spring 1 – Summer 1</b>
<p><b>Finding our voice</b> (links to Language Paper 2)</p> <p>This unit aims to develop pupils' knowledge and skills around synthesis and inference, evaluation and transactional writing.</p>	<p><b>An Inspector Calls</b> (links to Literature Paper 1)</p> <p>This unit introduces pupils to a key dramatic English Literature text, developing their personal response, critical style and ability to embed contextual information.</p>	<p><b>Romeo and Juliet</b> (links to Literature Paper 1)</p> <p>This unit introduces pupils to their chosen Shakespeare text for GCSE English Literature, with a focus on language and structure, exploring themes and improving pupils' critical style.</p>	<p><b>Exploring connections</b> (links to Literature Paper 2 and Language Paper 2)</p> <p>This unit focuses on making connections between texts and how to make comparisons, including studying the anthology poetry and by synthesising texts.</p>
<p><b>Links to prior learning</b> Builds on explicit transactional writing units of <i>Speeches Across Time</i> (Y7) and rhetoric from <i>Animal Farm II</i> (Y8).</p> <p><b>Stretch and Challenge Enquiry</b> What are aphorisms? How can they be used to develop and link an argument?</p>	<p><b>Links to prior learning</b> Thematic links around social class and dramatic links with <i>Blood Brothers</i> (Y9). Also builds on academic writing embedded throughout KS3 to construct a response to literature.</p> <p><b>Stretch and Challenge Enquiry</b> How are characters used as dramatic vehicles to convey Priestley's message? How can we track motifs through the play?</p>	<p><b>Links to prior learning</b> Builds on knowledge and contexts from <i>Introduction to Shakespeare</i> (Y7), Shakespeare's development of theme and character from <i>The Tempest</i> (Y8), and Shakespeare's use of language and structure in <i>Macbeth</i> (Y9).</p> <p><b>Stretch and Challenge Enquiry</b> How does the character of Romeo challenge stereotypes around masculinity, in both contemporary and modern contexts?</p>	<p><b>Links to prior learning</b> Links with <i>Romantic Poetry</i> (Y8) and how comparison was introduced in <i>Voices Poetry</i> (Y9).</p> <p><b>Stretch and Challenge Enquiry</b> Exploring a wider range of poetry – what connections can you make between the poems in the other clusters from the anthology?</p>
<p><b>Equipment Needed</b></p> <ul style="list-style-type: none"> <li>Copies of <i>Romeo and Juliet</i> (provided)</li> <li>Copies of <i>An Inspector Calls</i> (provided)</li> <li>Unseen 19<sup>th</sup> century fiction extracts (provided)</li> <li>Style model booklet (provided)</li> <li>Poetry anthology for '<i>Relationships</i>' (provided)</li> </ul>	<p><b>Wider Reading</b></p> <ul style="list-style-type: none"> <li>GCSE York Notes and Revision Guides are available for <i>Romeo and Juliet</i> and <i>An Inspector Calls</i> – please remember we follow the Edexcel GCSE 9-1 syllabus.</li> <li>Further reading: Aphra Behn's plays, Shakespeare's Tragedies: <i>Hamlet</i>, <i>King Lear</i>.</li> </ul>	<p><b>Family activities</b></p> <ul style="list-style-type: none"> <li>Share reading aloud together – both fiction and non-fiction</li> <li>Learn a range of techniques and terminology</li> <li>Practise evaluation skills when watching a movie or TV programme. For example: <i>this movie attempts to be exciting. Evaluate how successfully this is achieved</i>. Pupils can explain to their family what TIES and SPECS are!</li> </ul>	