

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

Unit 1 (10 weeks) Summer 2 – Autumn 1	Unit 2 (9 weeks) Autumn 1 – Autumn 2	Unit 3 (10 weeks) Autumn 2 – Spring 1	Unit 4 (8 weeks) Spring 1 – Summer 1
<p>Finding our voice <i>(links to Language Paper 2)</i></p> <p>This unit aims to develop pupils' knowledge and skills around synthesis and inference, evaluation and transactional writing.</p>	<p>An Inspector Calls <i>(links to Literature Paper 1)</i></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>Romeo and Juliet <i>(links to Literature Paper 1)</i></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>Exploring connections <i>(links to Literature Paper 2 and Language Paper 2)</i></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>Links to prior learning Builds on explicit transactional writing units of <i>Speeches Across Time</i> (Y7) and rhetoric from <i>Animal Farm II</i> (Y8).</p> <p>Stretch and Challenge Enquiry What are aphorisms? How can they be used to develop and link an argument?</p>	<p>Links to prior learning 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>Stretch and Challenge Enquiry How are characters used as dramatic vehicles to convey Priestley's message? How can we track motifs through the play?</p>	<p>Links to prior learning 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>Stretch and Challenge Enquiry How does the character of Romeo challenge stereotypes around masculinity, in both contemporary and modern contexts?</p>	<p>Links to prior learning Links with <i>Romantic Poetry</i> (Y8) and how comparison was introduced in <i>Voices Poetry</i> (Y9).</p> <p>Stretch and Challenge Enquiry Exploring a wider range of poetry – what connections can you make between the poems in the other clusters from the anthology?</p>
<p>Equipment Needed</p> <ul style="list-style-type: none"> Copies of <i>Romeo and Juliet</i> (provided) Copies of <i>An Inspector Calls</i> (provided) Unseen 19th century fiction extracts (provided) Style model booklet (provided) Poetry anthology for '<i>Relationships</i>' (provided) 	<p>Wider Reading</p> <ul style="list-style-type: none"> 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. Further reading: Aphra Behn's plays, Shakespeare's Tragedies: <i>Hamlet</i>, <i>King Lear</i>. 	<p>Family activities</p> <ul style="list-style-type: none"> Share reading aloud together – both fiction and non-fiction Learn a range of techniques and terminology 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! 	