

English Literature Year 10 Curriculum End Points and key vocabulary

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Literature Unit of Work	Paper 1 (Section A): Shakespeare Macbeth		Paper 2 (Section B and C): Conflict Poetry + Unseen Poetry		Paper 2 (Section A): Modern Text An Inspector Calls	
Ethos links	Character – respect, responsibility, kindness. Sustainability – types of leaders		Character – respect, responsibility, kindness.		Character – respect, responsibility, kindness.	
Knowledge	By the end of this unit, students will know and understand: <ul style="list-style-type: none"> ➤ The features of the tragic genre applied to structure and events of the play. ➤ Shakespeare’s use of a tragic structure and the role of a tragic hero within the play. ➤ Complex themes within the play such as ambition, fate, tyranny, corruption, guilt, masculinity and cruelty, etc. ➤ Elizabethan / Jacobean context such as succession and how this applies to themes and ideas in the play. ➤ 		By the end of this unit, students will know and understand: <ul style="list-style-type: none"> ➤ A range of modern and classic poetry related to the themes of power and conflict. ➤ The relevant language techniques used in the poems. ➤ The relevant contexts such as the Romantic movements, lives of WW1 soldiers, Iraq war, multicultural Britain. ➤ How to compare complex themes across two poems. 		By the end of this unit, students will know and understand: <ul style="list-style-type: none"> ➤ Use of detective fiction conventions and how it has been applied to a political drama. ➤ Characters and how they are representative or symbolic of key ideas and themes. ➤ Events of the play, including those depicted onstage and the construction of an offstage backstory. ➤ Structure of the play including use of dramatic irony and time loops. Dual context of the play and how pre-WW1 and post WW2 perspectives relate to create messages.	
Vocabulary and Spellings	autonomy conscience façade hamartia harbinger hallucination heathen hubris iambic pentameter Machiavellian	malevolent misogyny nihilism patriarchy prophecy regicide soliloquy supernatural thane vice	blundered bombarded chartered colonialism creole despair etcetera impression kamikaze manacles	merciless monolith patriotism pastoral psychological PTSD (post traumatic stress disorder) sublime threshing tyranny woe	bourgeoisie collectivist community conscience Conservative didactic dramatic irony hierarchy individualist industrialist	materialistic microcosm misogynistic omniscient patriarch proletariat social (class, responsibility) socialist superficial union

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Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Language (fortnightly lessons)	Language Paper 1 Introductory Unit		Language Paper 2 Introductory Unit		Language Paper 1 Past papers	
Ethos links	Character – respect, responsibility, kindness.		Character – respect, responsibility, kindness.		Character – respect, responsibility, kindness. Sustainability – types of leaders	
Language Knowledge CLOSA	By the end of this unit, students will know and understand: <ul style="list-style-type: none"> ➤ Layout and requirements of language paper 1. ➤ Q1 – 3: How to approach unseen extracts. ➤ A range of language techniques and how to identify their effect in focus extracts. ➤ A range of structural terminology and how to apply this to shifts in extracts. 		By the end of this unit, students will know and understand: <ul style="list-style-type: none"> ➤ Layout and requirements of language paper 2. ➤ Q1 – 3: How to approach unseen extracts. ➤ How to identify explicit information in non-fiction and synthesis this information to compare / contrast. ➤ A range of language techniques and how to identify their effect in extracts. 		By the end of this unit, students will know and understand: <ul style="list-style-type: none"> ➤ Q4-5: A range of creative methods used by writers and how to evaluate these. ➤ How to apply these skills to create their own descriptive or narrative texts. 	
Skills (fortnightly lessons developing the following skills)	By the end of this unit, students will develop their ability to: READING <ul style="list-style-type: none"> ➤ AO1: Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts. ➤ AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. ➤ AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. 		By the end of this unit, students will develop their ability to: READING <ul style="list-style-type: none"> ➤ AO1: Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts. ➤ AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. ➤ AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. 		By the end of this unit, students will develop their ability to: READING <ul style="list-style-type: none"> ➤ AO4: Evaluate texts critically and support this with appropriate textual references. WRITING <ul style="list-style-type: none"> ➤ AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts ➤ AO6: Use a range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation. 	