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 B): Victorian Novel** **A Christmas Carol**		**Paper 1 (Section B): Victorian Novel** **A Christmas Carol**		**Paper 2 (Section A): Modern Text** **An Inspector Calls**	
Ethos links	**Character –** respect, responsibility, kindness. **STEM –** industrial revolution		**Character –** respect, responsibility, kindness. **STEM –** industrial revolution		**Character –** respect, responsibility, kindness.	
Knowledge	**By the end of this unit, students will know and understand:** ➢ Relevant Victorian context such as attitudes to poverty, charity, religion, and reputation. ➢ The life of and views of Charles Dickens. ➢ How Scrooge is an iconic character and has been portrayed in different ways. ➢ The structure and significant events in the novel. The characters and their roles in changing Scrooge. ➢ A range of language techniques identified in the writing. ➢		**By the end of this unit, students will know and understand:** ➢ Relevant Victorian context such as attitudes to poverty, charity, religion, and reputation. ➢ The life of and views of Charles Dickens. ➢ How Scrooge is an iconic character and has been portrayed in different ways. ➢ The structure and significant events in the novel. The characters and their roles in changing Scrooge. ➢ A range of language techniques identified in the writing. ➢		**By the end of this unit, students will know and understand:** ➢ 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.	
	By the end of this unit, students will develop their ability to: ➢ AO1: Read, understand and respond to texts. ➢ AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. ➢ AO3: Show understanding of the relationships between texts and the contexts in which they were written. • AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.		**By the end of this unit, students will develop their ability to:** ➢ AO1: Read, understand and respond to texts. ➢ AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. ➢ AO3: Show understanding of the relationships between texts and the contexts in which they were written. ➢ AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.		**By the end of this unit, students will develop their ability to:** ➢ AO1: Read, understand and respond to texts. ➢ AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written.	
Vocabulary and Spellings	altruism benevolence covetous humanity humiliate ignorant impropriety inferior investigate misanthropy	altruism benevolence covetous humanity humiliate ignorant impropriety inferior investigate misanthropy	bourgeoisie collectivist community conscience Conservative didactic dramatic irony hierarchy individualist industrialist	bourgeoisie collectivist community conscience Conservative didactic dramatic irony hierarchy individualist industrialist	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		**Spoken Language Component** Speaking and listening assessment	
Ethos links	**Character –** respect, responsibility, kindness.		**Character –** respect, responsibility, kindness.		**Character –** respect, responsibility, kindness.	
Language Knowledge CLOSA	**By the end of this unit, students will know and understand:** ➢ Layout and requirements of language paper 1. ➢ Q1-5: 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:** ➢ Layout and requirements of language paper 2. ➢ Q1 – 5: 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:** ➢ The requirements, structure and assessment criteria of the AQA English Language Spoken Language endorsement. ➢ How spoken language can be adapted for different audiences, purposes and contexts.	
Skills (fortnightly lessons developing the following skills)	**By the end of this unit, students will develop their ability to:** READING ➢ 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 ➢ 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:** ➢ Plan and deliver a clear, coherent and engaging spoken presentation, using appropriate language and delivery techniques. ➢ Listen and respond appropriately to questions and feedback, demonstrating confidence and effective communication skills.	