



## Year 10 LONG-TERM SEQUENCE for ENGLISH

**The curriculum for this stage of students' education has been designed to begin students' formal study of GCSE English literature texts as well as introducing students to the requirements of English Language Paper 1 and 2 through themed units. Our aim is to build on the skills and knowledge established in Year 9. All students should have a secure grasp of key reading skills with a developed appreciation of language and writers' craft as well as a deeper understanding of contextual influences. In writing and speaking all students should be able to adapt their writing to suit mature audiences, purpose and challenging forms with increasing sophistication.**

<p><b>HALF TERM 1:</b> Shakespeare's Macbeth</p> <p><b>STUDENTS MUST KNOW:</b></p> <p>The events of the play, as well as an understanding of what motivates characters' actions and behaviour.</p> <p>How Shakespeare uses the play to explore key themes and comment on society.</p> <p>How to form ideas about characters and themes.</p> <p>How to support their ideas with judicious quotations.</p> <p>How to apply subject specific Tier 3 vocabulary as specified in the KS4 Key vocabulary list.</p> <p>How to analyse the writer's use of language and structure and their intended effects with a clear focus on the writer's agenda.</p> <p>How the writer uses conventions of the genre.</p> <p>How the play was influenced by important historical and social contexts.</p> <p>How to write a sustained response to a text.</p> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p><b>Through a written response to a selected extract from the text.</b></p>	<p><b>HALF TERM 2:</b> English Language Paper 1</p> <p><b>STUDENTS MUST KNOW:</b></p> <p>Reading strategies for comprehending and analysing unseen prose.</p> <p>How to identify explicit and implicit information from texts.</p> <p>How to select judicious textual evidence to support interpretations.</p> <p>How to apply Tier 3 structural and language terminology accurately.</p> <p>How to analyse the intended effects of writer's methods.</p> <p>How to engage with and evaluate a critical view.</p> <p>In Writing</p> <p>How to craft a narrative using a picture as a stimulus</p> <p>How to select and apply Tier 2 vocabulary for effect</p> <p>How to apply structural devices for effect including flashback.</p> <p>How to apply a range of sentences for specific effect.</p> <p>How to apply a range of punctuation.</p> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p><b>A response to an unseen extract and a narrative description.</b></p>	<p><b>HALF TERM 3:</b> Power and Conflict Poetry</p> <p><b>STUDENTS MUST KNOW:</b></p> <p>Strategies for how to read and understand anthology poems.</p> <p>How the poems are influenced by literary and historical contexts.</p> <p>How to form ideas about the poems' themes and ideas.</p> <p>How to support their ideas with evidence from the poems.</p> <p>How to apply subject specific Tier 3 vocabulary as specified in the KS4 Key vocabulary list.</p> <p>How to analyse the writer's use of language and structure and their intended effects.</p> <p>How the poems can be connected to the themes of power and conflict.</p> <p>How to form connections between poems by considering writers' methods, attitudes and perspectives.</p> <p>How to structure comparative essays.</p> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p><b>A comparison of two poems from the poetry anthology.</b></p>
<p><b>HALF TERM 4:</b> English Language Paper 2 Non-fiction Travel Writing</p> <p><b>STUDENTS MUST KNOW:</b></p> <p>Strategies for how to read and understand unseen non-fiction.</p> <p>How to apply subject specific Tier three vocabulary to unseen non-fiction.</p> <p>How to compare information, perspectives, attitudes and methods.</p> <p>In Writing</p> <p>How to create and craft a clear and engaging argument using conventions of the specified genre.</p> <p>How to select ambitious Tier 2 vocabulary for effect.</p> <p>How to apply structural devices for effect including shifts in tone, use of discourse markers and varying paragraph lengths.</p> <p>How to apply a range of sentence styles for persuasive effect.</p> <p>How to apply a range of punctuation.</p> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p><b>Through a written response to two unseen extracts.</b></p>	<p><b>HALF TERM 5:</b> Modern Play 'An Inspector Calls'</p> <p><b>STUDENTS MUST KNOW:</b></p> <p>The events of the play, as well as an understanding of what motivates characters' actions and behaviour.</p> <p>How Priestley uses the play to explore key themes.</p> <p>How to form ideas about characters and themes</p> <p>How to support their ideas with evidence from the text.</p> <p>How to apply subject specific Tier 3 vocabulary as specified in the KS4 Key vocabulary list.</p> <p>How to analyse the writer's use of language and structure and their intended effects.</p> <p>How the writer uses conventions of the genre.</p> <p>How the play was influenced by important historical and social contexts.</p> <p>How to write a sustained response to a text.</p> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p><b>Through a written response to a character/theme.</b></p>	<p><b>HALF TERM 6:</b> English Literature and English Language Paper 2 Revision and Practice</p> <p><b>STUDENTS MUST KNOW:</b></p> <p>The requirements of Paper 2 English language.</p> <p>The requirements of Paper 2 English literature.</p> <p>How to allocate time appropriately to specific questions.</p> <p>How to write sustained responses.</p> <p><b>HOW THIS WILL BE ASSESSED: End of Year Exams</b></p> <p><b>English Language Paper 2</b></p> <p><b>English literature Paper 2 – Sections A and B</b></p>

**Embedding this knowledge can be supported at home by reading a range of text types (including novels, newspapers and other non-fiction) reading aloud to an adult and discussing meaning, proof reading written work together, enjoying texts in action at the cinema or theatre and visiting places of interest like museums.**