

Year 10 Curriculum Principles for English

By the end of Year 10 students at Dixons Cottingley studying English will be exposed to the following:

Students begin Cycle 1, with the study of a modern play 'An Inspector Calls' by JB Priestley. This allows students to appreciate how writers construct plays to convey a political message and link their understanding of the play to the context, including socialist and capitalist ideology and gender inequality.

In Cycle 2, Yr10 pupils continue their GCSE Literature study with a focus on 'Macbeth' by William Shakespeare. The learning is underpinned by revisiting the knowledge developed in Year 7 Cycle 2-'The Tempest' in Year 8. A study of 'Macbeth' enables the opportunity to analyse how Shakespeare presents the themes of ambition, power and kingship under the reign of King James. Students will increasingly appreciate stagecraft; the tragedy genre and contextual influences on a writer's choices with a focus on developing alternative interpretations.

This will be followed by explicit teaching of the AQA GCSE English Language Paper 2: Writers' Viewpoints and Perspectives. In this unit, Pupils will be exposed to a range of 19th Century and contemporary non-fiction texts, which they will analyse and then apply in their own writing of such texts. Furthermore, this involves learning and practising strategies for answering the questions and building their stamina in examination situations. In reading, students will practise summarising and inferring, analysing language and comparing writers' viewpoints on a subject. In writing, students will develop the ability to write several different text types to suit different audiences and purposes.

In Cycle 3, Yr10 pupils will study 'A Christmas Carol' by Charles Dickens, or 'Dr Jekyll and Mr. Hyde' by Robert Louis Stevenson. 'A Christmas Carol' explores key themes such as greed, redemption and social responsibility and 'Dr Jekyll and Mr Hyde' explores key themes such as duality of human nature, secrecy and science and the supernatural. Through the study of 'Frankenstein' by Mary Shelley in KS3, students are able to develop a thorough understanding of the Victorian novel and gothic genre.

Pupils will also complete the Speaking Endorsement of the English Language GCSE course. This will involve planning an effectively structured speech using precise language and rhetoric to convey their point of view coherently on a specific issue.

By the end of Year 10 students at Dixons Cottingley studying English will be taught the following skills:

Analysis of poetry in terms of language, structure, form and context.

Development of examination skills necessary to successfully complete the exam question - interrogation of question, developing thesis and building a coherent argument including comparison of two poems.

Reading Skills for English Language – information retrieval, analysis of language and structure, summary and inference, comparison of viewpoints and perspectives.

Writing Skills for English Language – narrative and descriptive writing, viewpoint writing, and figurative language, structure technical accuracy (spelling, punctuation, and sentence construction).

Essay writing skills – interrogating questions, developing thesis, planning, developing a cogent and cohesive argument.

Speaking Endorsement-presenting to an audience; effective use of body language, tone of voice and expression to convey an argument.

In order to truly appreciate the subject and create deep schema, English has been sequenced with the following rationale:

Throughout the year, both Literature and Language content is revisited in the form of 'Do Now' quizzes, subject specific homework booklets and Knowledge Navigators and quizzing during period 1.

All schemes of work allow for key schema to be added to whereby teachers carefully select new knowledge to teach based on the changing needs of the students each time they re-visit an area of a key concept or knowledge.

Our English curriculum ensures that social disadvantage is addressed through:

English Language and Literature are crucially important in challenging social disadvantage for a number of reasons. The ability to communicate effectively both in writing and speech is essential to further academic study and career prospects. However, English is not just a gateway subject: it also leads students to develop critical thinking skills and the ability to construct well-reasoned arguments. High level English skills ensure that students are able to access the world of academia; world of work; contribute effectively with communities and be productive, engaged members of society.

As a faculty, we ensure lessons are differentiated to meet the needs of all our students, from those who are the most academically gifted to those who need the most support. Intervention plans are thorough and rigorous and are tailored to the needs of every student.

English provides unique opportunities for personal response and encourages students to develop their creativity and imagination, expressing their ideas and opinions in response to both literature and non-fiction texts.



Our belief is that homework is used for deliberate practise of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.

Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers, through:

Through a variety of non-fiction texts students build their understanding of a wide range of contemporary issues such as aspects of social injustice. Literature texts are selected for both their literary merit and for their ability to provide a lens through which to view contemporary issues.

Whenever possible, students are afforded opportunities to visit the theatre and author visits the school to speak to students about the writing experience and demonstrate their own creative writing skills.

Stretch lectures afford the English Faculty opportunities to go beyond the GCSE specification and broaden the scope of students' knowledge.