

## Fairfield High School Curriculum Overview – English Year 10

Subject	English	<b>Why do we study these units in Year 10?</b>
Lessons per fortnight	8	<p>At Fairfield, both GCSE English Language and GCSE English literature follow the AQA specification. We teach both subjects alongside each other over a two-year course. Students should find the transition into GCSE study natural, due to the clear links between our KS3 and KS4 curriculum. Students will study ‘explorations in creative reading and writing’ and ‘writers’ viewpoints and perspectives’ – both of these areas are covered extensively in our KS3 curriculum and it is our aim that the skills, knowledge and methods covered during Years 7, 8 &amp; 9 are easily transferable.</p> <p><b>GCSE English Language.</b></p> <p>Students will draw upon a range of reading texts and engage with creative, as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.</p> <p>The GCSE curriculum is designed so that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.</p> <p><b>GCSE English Literature.</b></p> <p>Fairfield students study the following texts: Shakespeare’s <i>Romeo &amp; Juliet</i>, <i>An Inspector Calls</i> by J. B. Priestley, <i>The Strange Case of Dr Jekyll &amp; Mr Hyde</i> by R. L Stevenson and a cluster of poetry titled <i>Love and Relationships</i>.</p>

		<p>There are thematic links between the GCSE set texts that we teach: the theme of love in <i>Romeo and Juliet</i> is complemented by studying <i>Love and Relationships</i> poems. Additionally, ideas about reputation and status are both present in <i>An Inspector Calls</i> and <i>The Strange Case of Dr Jekyll &amp; Mr Hyde</i></p>

**Students are encouraged to be Responsible Global Citizens through activities/content on...**

**UN sustainable development Goal 8: Decent work and economic growth.** The study of *An Inspector Calls* affords opportunities to engage with ideals of socialism / capitalism.

**UN sustainable development Goal 3: Good health and well-being.** The study of *Romeo and Juliet* and the *Love and Relationships* poems allows opportunities to consider the importance of maintaining a mentally healthy attitude towards the issues arising.

**We ensure all students experience high challenge in the subject by including...**

Original Shakespearean and Victorian vocabulary. Complex themes and current affairs that encourage students to form their own opinions and support them effectively. Examples of grade 9 model answers. Modelling high level academic vocabulary.

**Literacy work this year includes...**

Assessment objectives 5 & 6 focus on the importance on accurate spelling, punctuation and grammar.

**Innovation and Creativity opportunities this year include...**

All pupils will complete a 'Spoken Language' component of their GCSE English Language. This enables them to research an area of interest and create a presentation to deliver to a teacher and a group of peers.

**Employability opportunities/skills covered this year are...**

The study of GCSE English is directly linked to employability opportunities as a grade 4 or above allows pupils to study their desired course at a Further Education establishment.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Romeo and Juliet	<p>Knowledge of plot, characterisation and themes.</p> <p>Appreciation of author's craft and intention.</p> <p>Understanding how context affects meaning.</p> <p>Developed understanding of Shakespearean vocabulary, context and conventions of his plays.</p>	<p>AO1: Read, understand and respond to texts.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	Literature Paper 1 Section A

2	Descriptive / Narrative Writing	Technical accuracy focusing on spelling, punctuation and grammar. Creativity and innovation with ideas and vocabulary.	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: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Language Paper 1 Section B.
3	Fiction reading comprehension	An appreciation for the narrative and character creation by the writer.	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 AO4: Evaluate texts critically and support this with appropriate textual references	Language Paper 2 Section A
4	Jekyll and Hyde	Knowledge of plot, characterisation and themes. Appreciation of author's craft and intention. Understanding how context affects meaning. Knowledge of cultural & historical context surrounding the setting of the novel. An appreciation for the narrative	AO1: Read, understand and respond to texts.  Students should be able to:  maintain a critical style and develop an informed personal response  use textual references, including quotations, to support and illustrate interpretations.	Literature Paper 1 Section B

		and character creation by the writer.	<p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	
5	Poetry	<p>Familiarity with a range of poetic devices.</p> <p>Understanding of how relationships have been perceived throughout the ages.</p> <p>Appreciation for poet's craft.</p>	<p>AO1: Read, understand and respond to texts.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	Literature Paper 2 Section B & C
6	An Inspector Calls	<p>Knowledge of plot, characterisation and themes.</p> <p>Appreciation of author's craft and intention.</p>	<p>AO1: Read, understand and respond to texts.</p> <p>Students should be able to:</p>	Literature Paper 2 Section A

		<p>Understanding how context affects meaning.</p>	<p>maintain a critical style and develop an informed personal response</p> <p>use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	
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