

Year 10	Term 1	Term 2	Term 3
Text or Theme	A Social Criticism: <i>A Christmas Carol</i>	Detecting Inequality: <i>An Inspector Calls</i>	The Pursuit of Power: <i>Macbeth</i>
Developing Cultural Capital	<p>At the heart of this sequence is <i>A Christmas Carol</i> by Charles Dickens, a 19th century prose text that follows the transformation of the infamous character of Scrooge. Written during a time when the British were re-evaluating the traditions of Christmas, this sequence allows students to explore a text that is challenging in terms of its vocabulary and syntactical structures, whilst developing students' knowledge and understanding of developing their own understanding of social criticisms, through the reading of a rich core text and a wide variety of illuminating fiction texts, non-fiction texts and poetry.</p> <p><u>Illuminating Texts:</u> <i>A Hill to Die on</i> by M.R. James. <i>The Schoolboy</i> by William Blake, <i>I Wandered Lonely as a Cloud</i> by William Wordsworth, <i>Blackberry Picking</i> by Seamus Heaney, <i>Cousin Kate</i> by Christina Rossetti, <i>Sonnet 29</i> by Elizabeth Barrett Browning, <i>Catrin</i> by Gillian Clarke, <i>Dusting the Phone</i> by Jackie Kay, Poverty articles.</p>	<p>At the heart of this sequence is <i>An Inspector Calls</i> by J.B Priestley, a seminal work of literature that continues to be performed to this day. Students' study of <i>An Inspector Calls</i> facilitates the exploration of social class, the history of political ideas in the 20th century, as well as the conventions of a modern drama. Alongside this text, students study a range of secondary fiction and non-fiction texts, and a selection of poems from the anthology, which cover a range of thematically linked topics that are intended to deepen students' understanding of Priestley's intentions as a writer.</p> <p><u>Illuminating Texts:</u> <i>War Photographer</i> by Carol Ann Duffy, <i>Remains</i> by Simon Armitage, <i>Drummer Hodge</i> by Thomas Hardy, <i>Disabled</i> by Wilfred Owen, <i>I Shall Return</i> by Claude McKay, <i>Decomposition</i> by Zulfikar Ghose, <i>Kamikaze</i> by Beatrice Garland, <i>Origin Story</i> by Eve L. Ewing, <i>Animal Farm</i> by George Orwell, <i>HMS Titanic: A survivor's story</i>. The Real Story of the RMS Titanic. <i>The Tiredness of Rosabel</i> by Katherine Mansfield.</p>	<p>At the heart of this sequence is <i>Macbeth</i> by William Shakespeare, a 17th century play that is an archetypal Shakespearean tragedy. Rich in cultural capital, students' study of this text provides opportunities for students to apply their knowledge of the themes of power, violence, relationships and gender to a wealth of literary texts. In addition, students are challenged to dissect the richness that pervades Shakespeare's work by exploring not simply his language use, but his use of iambic pentameter, as well as dramatic conventions, including dramatic irony, soliloquys and asides.</p> <p><u>Illuminating Texts:</u> <i>Behind the Scenes at the Museum</i> by Kate Atkinson, <i>Inside America's Toughest Prison</i> by Mark Binelli, <i>American Notes for General Circulation</i> by Charles Dickens.</p>
Substantive Knowledge & Key Vocabulary	<p><u>Genre conventions</u></p> <ul style="list-style-type: none"> Victorian Prose: Poor Law, Education, Christmas, Dickens. <p><u>Themes</u></p> <ul style="list-style-type: none"> Social Class: Poor Law, philanthropy. Nature and Settings: Crime, isolation, pastoral <p><u>Linguistics</u></p> <ul style="list-style-type: none"> Polysyndeton, asyndeton, strawman fallacy, false dichotomy, sublime, duality, Machiavellian. 	<p><u>Genre conventions</u></p> <ul style="list-style-type: none"> Modern Drama: Mouthpiece, Dramatic irony, Entrances / Exits <p><u>Themes</u></p> <ul style="list-style-type: none"> Social Class: upper class, socialism, capitalism. Love and Relationships: marriage contract, marriage of convenience <p><u>Linguistics</u></p> <ul style="list-style-type: none"> Polysyndeton, asyndeton, strawman fallacy, false dichotomy, sublime, duality, Machiavellian. 	<p><u>Genre conventions</u></p> <ul style="list-style-type: none"> Shakespearean Tragedy: Hamartia, Anagnorisis, Peripeteia, Trochaic tetrameter <p><u>Themes</u></p> <ul style="list-style-type: none"> War and Conflict: traitor, tyrant, revolt Ambition: intrinsic motivation, extrinsic motivation, usurper <p><u>Linguistics</u></p> <ul style="list-style-type: none"> Polysyndeton, asyndeton, strawman fallacy, false dichotomy, sublime, duality, Machiavellian.
Disciplinary Knowledge & Assessments	<p><u>HT1: Reading</u></p> <ul style="list-style-type: none"> Tracking across a text Selecting precise evidence Making a range of clear inferences <p><u>HT1: Poetry Part A</u></p> <ul style="list-style-type: none"> Responding to a theme Selecting precise evidence Commenting on language Embedding contextual knowledge <p><u>HT2: Transactional Writing</u></p> <ul style="list-style-type: none"> Awareness of form, purpose and audience Developed argument using devices Accurate and ambitious SPAG <p><u>HT2: A Christmas Carol Essay</u></p> <ul style="list-style-type: none"> Responding to a theme Selecting evidence from extract and whole novel Commenting on language Embedding contextual knowledge 	<p><u>HT3: C1 Trial Examination</u></p> <ul style="list-style-type: none"> Reading: retrieval of evidence, inference, analysis, evaluation Writing: developing plot, accurate and ambitious SPAG. <p><u>HT3: Poetry Part B</u></p> <ul style="list-style-type: none"> Comparing themes Selecting precise evidence Commenting on language Embedding contextual knowledge <p><u>HT4: Reading</u></p> <ul style="list-style-type: none"> Selecting precise evidence Making clear inferences Making connections across two texts <p><u>HT4: An Inspector Calls Essay</u></p> <ul style="list-style-type: none"> Tracking a relationship Selecting precise evidence Commenting on language Commenting on stagecraft 	<p><u>HT5: Macbeth Extract</u></p> <ul style="list-style-type: none"> Selecting evidence from an extract Commenting on language Demonstrating an awareness of audience <p><u>HT6: C1 + C2 Trial Examination</u></p> <ul style="list-style-type: none"> Reading: retrieval of evidence, inference, analysis, evaluation Writing: developing ideas, accurate and ambitious SPAG. <p><u>HT6: C1 Trial Examinations</u></p> <ul style="list-style-type: none"> Responding to a theme Selecting precise evidence from extract and whole play Commenting on language Embedding contextual knowledge Comparing themes
Cross Curricular Links	<ul style="list-style-type: none"> Drama: <i>Blood Brothers</i> (Y8 HT2). History: The Industrial Revolution (Y8 HT1) Geography: Economic geography (Y10/Y11) 	<ul style="list-style-type: none"> Drama: <i>DNA</i> (Y10). Status and Relationships Y8 (HT6) History: The Industrial Revolution (Y8 HT1) Geography: Economic geography (Y10/Y11) 	<ul style="list-style-type: none"> Drama: Elizabethan Theatre (Y7 HT5), History: Medieval England (Y7 HT6)

