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| **Year 10 English Language and English Literature** | |
| **Unit 1: An Inspector Calls** | **Unit 2: First Times – writing unit** |
| To begin exploring characters, themes and ideas to understand the contexts and purpose of the text. Students will develop an academic style of writing building on skills introduced in KS3 in response to the whole text and writer’s purpose. This unit build on plays studied in year 8 and 9 and Literary texts in KS3.  **Keywords for this Unit**  **Vocabulary**  **Altruistic**  **Capitalism**  **Conform**  **Didactic**  **Hierarchy**  **Morality**  **Patriarchy**  **Radical**  **Socialism**  **Subvert**  **Reading**  **Strategic reading – before, during, after**  **Literary Canon** | For students to be able to develop a voice and tone in their writing/talk and to write accurately and in a developed way. They will revise and employ methods and skills encountered in KS3 units  Students to be introduced to NEA Spoken Language Endorsement where they are required to research, plan and present a speech to an audience.  **Keywords for this Unit**  **Vocabulary**  **Abhorrent**  **Abominable**  **Catastrophic**  **Debacle**  **Diabolical**  **Exasperating**  **Futile**  **Imperative**  **Myriad**  **Vital**  **Reading**  **Strategic reading – before, during, after**  **Reading a range of non fiction 7articles and extracts** |
| **Unit 3: Jekyll and Hyde** | **Unit 4: Anthology Poetry** |
| An exploration of the characters, themes and genre in the novella. Students will develop responses to extracts and linking them to the whole novel using the academic style developed in Term 1 and KS3. Skills of inference and analysis encountered throughout the course will be applied to a more complex text. The choice of novel currently builds on the study of the Gothic text ‘Frankenstein’ in year 8 and extracts taught in year 9.  **Keywords for this Unit**  **Vocabulary**  **Atavistic**  **Conform**  **Primitive**  **Duality**  **Catalyst**  **Patriarchy**  **Radical**  **Repressive**  **Inherent**  **Subvert**  **Reading**  **Strategic reading – before, during, after**  **Literary Canon** | To revisit the GCSE anthology poetry studied in year 9 and begin finding links between them in order to develop understanding of the poems and the ability to compare them. Students will develop skills in analysis and comparison building on what they have learnt at KS3.  **Keywords for this Unit**  **Vocabulary**  **Catalyst**  **Conform**  **Corruption**  **Ephemeral**  **Futility**  **Hierarchy**  **Inferior**  **Oppression**  **Patriarchy**  **Subvert.**  **Reading**  **Strategic reading – before, during, after**  **Literary Canon** |
| **Unit 5: Romeo and Juliet and Language skills** | **Unit 6: Unseen poetry** |
| For students to develop a knowledge of the contexts of the play and to understand the plot line and be familiar with characters in preparation for study at Year 11. Building on year 9 studies of Shakespearean tragedies students will develop understanding of form and become increasing familiar with the language.  Part of the unit will develop skills of analysis in response to non-fiction unseen texts build on skills introduced in KS3 including comparison. Writing skills explored in First times unit and built upon to include opinion writing.  **Keywords for this Unit**  **Vocabulary**  **Patriarchal**  **Masculinity**  **Conform**  **Subvert**  **Conflict**  **Hierarchy**  **Provocative**  **Repressive**  **Catalyst**  **Misogynistic**  **Reading**  **Strategic reading – before, during, after**  **Literary Canon**  **Metacognitive approach to the exam** | For student to develop techniques for approaching unseen poetry and to be able to identify writer’s attitudes and feeling in a variety of texts. The skill of inference and analysis covered KS3 will be employed to develop an understanding of unfamiliar texts. Students will be able to compare challenging texts building on skills covered in year 9.  **Keywords for this Unit**  **Vocabulary**  **Contempt**  **Despair**  **Disillusioned**  **Enraged**  **Exasperated**  **Fondness**  **Futile**  **Omnipotent**  **Perspective**  **Sentimental**  **Reading**  **Strategic reading – before, during, after**  **Literary Canon**  **Metacognitive approach to the exam** |
| **Year 11 English Language and English Literature** | |
| **Unit 1: Romeo and Juliet** | **Unit 2: Language skills- revision for mocks** |
| For students to explore key themes /ideas, develop analysis skills when responding to an extract and a whole text in an academic style.  **Keywords for this Unit**  **Vocabulary**  **Patriarchal**  **Masculinity**  **Conform**  **Subvert**  **Conflict**  **Hierarchy**  **Provocative**  **Repressive**  **Catalyst**  **Misogynistic**  **Reading**  **Strategic reading – before, during, after**  **Literary Canon**  **Metacognitive approach to the exam** | For students to revise and develop key reading and writing skills for Language exams. For students to experience mock conditions.  If Literature mock is included revision and preparation for the exam  **Keywords for this Unit**  **Vocabulary**  **Vocab words from Romeo and Juliet unit, A Inspector Calls unit, First Times unit**  **Reading**  **Strategic reading – before, during, after**  **Literary Canon**  **Metacognitive approach to the exam** |
| **Unit 3,4 and 5: Revision** | |
| For students to revisit all of the key texts and skills required for GCSE exams. To offer opportunities to reread key texts and extracts and to ensure students are exam ready.  **Keywords for this Unit**  **All vocab words are revisited during their revision in class.** | |