

**English Language and Literature GCSE (AQA Syllabus)**

	<b>1: The Wrong Side of the Tracks</b>	<b>2: Fight the Power</b>	<b>3: Outsiders</b>
<b>Language (Reading)</b>	<p><b>HALF TERM 1:</b> Paper 1, Questions 1 and 2: <i>'Mean Streets'</i> <b>Hardboiled Crime Fiction</b></p> <p><b>HALF TERM 2</b> Paper 2, Question 2: Prison point of view study (Turtle Book Chapter 3)</p>	<p><b>HALF TERM 3:</b> Paper 1, Questions 1&amp;2 recap; focus on Q3 skills.</p> <p><b>HALF TERM 4:</b> Paper 2: Questions 1&amp;2 recap; focus on Q3 skills. <b>Rhetorical Speeches</b></p>	<p><b>HALF TERM 5:</b> Paper 1, Questions 1,2&amp;3 recap; focus on Q4. <b>Dystopian Fiction</b></p> <p><b>HALF TERM 6:</b> Paper 2, Questions 1,2&amp;3 recap; focus on Q4. <b>POV linked to 19th C England</b> Freakshows &amp; curiosities Discovery and travel, Medicine, Physiognomy</p>
<b>Language (Writing)</b>	<p><b>HALF TERM 1:</b> <u>Narrative writing</u> - generating ideas using imagination. Photograph stimulus - 'Behind bars' then prompt: write the beginning of a story about a poor decision.</p> <p><b>HALF TERM 2:</b> <u>Writing to express a viewpoint:</u> 'Prisoners these days have it far too easy with their games consoles, televisions and cushy prison jobs. Prisons should be places of hard labour and punishment, not hotels.' Write an essay giving your views on this statement.</p>	<p><b>HALF TERM 3:</b> <u>Descriptive writing</u> - photograph stimulus: write a description as suggested by a photograph of a protest.</p> <p><b>HALF TERM 4:</b> <u>Writing to express a viewpoint:</u> Eg: our local council has proposed that, as a result of constant vandalism and anti-social behaviour amongst youths, that there should be an 8pm curfew in place for anyone under the age of 18. Write a speech to be delivered at County Hall giving your views on this matter.</p>	<p><b>HALF TERM 5:</b> <u>Narrative or descriptive writing-</u> <b>Either:</b> write a description as suggested by this photograph (dystopian setting) <b>or:</b> write a story where someone is tricked or deceived</p> <p><b>HALF TERM 6:</b> <u>Writing to express a viewpoint:</u> Eg: It is time that parents and schools taught youngsters that outward appearance is far less important than character.' Write an article for your school magazine giving your views on the above statement.</p>
<b>Literature (Prose and Plays)</b>	<b>HALF TERM 1 &amp; HALF TERM 2</b> 'An Inspector Calls'	<b>HALF TERM 3 &amp; HALF TERM 4:</b> 'Macbeth'	<b>HALF TERM 5 &amp; HALF TERM 6:</b> The 19th Century Novel
<b>Literature (Power and Conflict)</b>	<b>Poppies, Emigree.</b> <b>Revisit: Prelude, Kamikaze, Bayonet Charge</b>	<b>Charge of the Light Brigade, Tissue.</b> <b>Revisit: Remains, War Photographer, Ozymandias</b>	<b>London, My last Duchess, Checking Out Me History</b> <b>Revisit: Exposure, Storm on The Island</b>

Year 10 GCSE English Language Curriculum

Half Term	Taught Curriculum	Taught Skills	Summative Assessment Title/Type	Assessment Criteria	Learned Curriculum
HT1 & HT2	The Wrong Side of the Tracks	<p><b>READING:</b></p> <ul style="list-style-type: none"> <li>identifying and interpreting explicit and implicit information and ideas</li> <li>selecting and synthesising evidence from different texts</li> <li>Explaining commenting on and analysing how writers use language to achieve effects and influence readers, using relevant subject terminology to support their views</li> </ul> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	<ul style="list-style-type: none"> <li>List four things that the writer says about...</li> <li>How does the writer use language to show....</li> <li>Summarise the differences between either viewpoints, or what the writers say about a given topic</li> <li>Write the beginning of a story in accordance with a given writing prompt</li> </ul>	<ul style="list-style-type: none"> <li>I can find obvious and less obvious information in a text</li> <li>I can infer and deduce information and ideas</li> <li>I can explain what linguistic devices a writer uses to achieve particular effects</li> <li>I can explain HOW these devices create particular effects</li> <li>I can use a range of linguistic, structural, narrative and non-fiction features to write imaginatively and convincingly</li> </ul>	<p>A guide to the skills taught:  <a href="https://www.youtube.com/watch?v=hMhQIX9DCcQ">https://www.youtube.com/watch?v=hMhQIX9DCcQ</a>  <a href="https://www.youtube.com/watch?v=L_dF68iUg-k">https://www.youtube.com/watch?v=L_dF68iUg-k</a></p> <p>A guide to narrative writing:  <a href="https://www.youtube.com/watch?v=OgNVUZvB9Ow">https://www.youtube.com/watch?v=OgNVUZvB9Ow</a></p> <p>Crafting an argument:  <a href="https://www.youtube.com/watch?v=ae61kGNpQPs">https://www.youtube.com/watch?v=ae61kGNpQPs</a></p>
HT3 & HT4	Fight the Power	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>Explain, comment on and analyse how writers use structure to achieve effects and using relevant subject terminology to support their views</li> <li>How writers use language (including a range of linguistic methods) to convey their viewpoint</li> </ul> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>Organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	<ul style="list-style-type: none"> <li>How has the writer structured the piece to interest you as a reader?</li> <li>How has the writer used language to convey a particular viewpoint?</li> <li>Write a description as suggested by a photograph</li> <li>Write a speech giving your views on a particular matter</li> </ul>	<ul style="list-style-type: none"> <li>I can make relevant and insightful comments on structure, using appropriate terminology and explaining the effects created by the writer's use of structural features</li> <li>I can evaluate a writer's choice of language and linguistic devices and their effects on the reader</li> <li>I can use a range of creative and innovative methods to create effective description</li> <li>I can use an appropriate form and range of persuasive and written presentation methods to</li> </ul>	<p><b>Narrative Structure</b>  <a href="https://www.gcse.co.uk/gcse-english-language-paper-1-writing-about-structure-question-3-focus/">https://www.gcse.co.uk/gcse-english-language-paper-1-writing-about-structure-question-3-focus/</a></p> <p><b>Persuasion</b>  <a href="https://www.teachstarter.com/au/blog/what-are-persuasive-devices-examples-and-activities/">https://www.teachstarter.com/au/blog/what-are-persuasive-devices-examples-and-activities/</a></p> <p><b>Descriptive techniques</b>  <a href="https://www.bbc.co.uk/bitesize/clips/z9xc82p">https://www.bbc.co.uk/bitesize/clips/z9xc82p</a></p> <p><b>Descriptive examples:</b>  <a href="https://learntobeheard.com/gcse-english-language-descrip">https://learntobeheard.com/gcse-english-language-descrip</a></p>

				convey my viewpoint effectively and convincingly	<a href="#">tive-writing-examples/</a>
HT5 & HT6	Outsiders	<p>READING:</p> <ul style="list-style-type: none"> <li>Evaluating texts critically and support this with appropriate textual references</li> <li>Explaining, commenting on and analysing how writers use a range of devices, including sentence forms, punctuation, literary devices, structural devices and tone to achieve effects and influence readers, using relevant subject terminology to support their views</li> </ul> <p>WRITING:</p> <ul style="list-style-type: none"> <li>Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>A given statement about a particular section of an unseen text. Students agree, disagree or partially agree, using evaluative skills to support, refute, or partially support the statement</li> <li>Comparison of writers' methods and effects across two unseen texts</li> <li>Creative Writing - either descriptive or narrative in response to a visual or written prompt</li> <li>Writing to express a viewpoint; write an article for your school magazine</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate how a writer has achieved particular effects on the reader</li> <li>I can compare writers' methods and the effects of such by cross referencing two texts</li> <li>I can produce engaging, lively and effective descriptive or narrative writing</li> <li>I can clearly, effectively and persuasively convey my viewpoint about a specific topic, using a given form appropriately.</li> </ul>	

Year 10 GCSE English Literature Curriculum

Half Term	Taught Curriculum	Taught Skills	Summative Assessment Title/Type	Assessment Criteria	Learned Curriculum
HT1 & HT2	<p>'An Inspector Calls' by J. B. Priestley</p> <p><u>Study of AQA Power and Conflict Poetry:</u></p> <p>Poppies, Emigree.  <b>Revisit:</b> Prelude, Kamikaze, Bayonet Charge.</p>	<ul style="list-style-type: none"> <li>• Reading, understanding and responding to texts</li> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations</li> <li>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> <li>• Show understanding of the relationships between texts and the contexts in which they were written</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> <li>• Compare themes, ideas, methods and effects across two different poems</li> </ul>	<p>A character or theme question: e.g. 'How does Priestley present the theme of responsibility in <i>An Inspector Calls</i>?'</p>	<ul style="list-style-type: none"> <li>• I can make relevant comments in response to the task and whole text</li> <li>• I can use quotations to support my ideas</li> <li>• I develop my ideas well, and don't simply retell the story</li> <li>• I demonstrate that I understand how the time in which the play was written and set has influenced its events, characters and themes</li> </ul>	<p>Pre-reading of the text: 'An Inspector Calls' by J. B. Priestley'</p> <p>Class, Capitalism and Socialism in the Edwardian period:  <a href="https://intriguing-history.com/the-edwardian-era/">https://intriguing-history.com/the-edwardian-era/</a></p> <p>What is capitalism?  <a href="https://www.capitalism.com/what-is-capitalism/">https://www.capitalism.com/what-is-capitalism/</a></p> <p>What is socialism?  <a href="https://www.history.com/topics/industrial-revolution/socialism">https://www.history.com/topics/industrial-revolution/socialism</a></p> <p>An interesting Oxford Union Debate on Capitalism Vs Socialism:  <a href="https://youtu.be/WbCC0zO2R3I">https://youtu.be/WbCC0zO2R3I</a>  <a href="https://youtu.be/7QaZEGcoGXo">https://youtu.be/7QaZEGcoGXo</a></p> <p>It is also worth exploring the other speakers in this debate by following the appropriate links on YouTube.</p> <p>Information on J.B. Priestley:  <a href="https://jbpriestley.co.uk/bibliography/#:~:text=J.B.Priestley%20was%20born%20John%20Priestley%20on%20September%2013th,was%2016%2C%20he%20worked%20in%20a%20wool%20office.">https://jbpriestley.co.uk/bibliography/#:~:text=J.B.Priestley%20was%20born%20John%20Priestley%20on%20September%2013th,was%2016%2C%20he%20worked%20in%20a%20wool%20office.</a></p>
HT3 & HT4	<p>'Macbeth' by William Shakespeare</p>	<ul style="list-style-type: none"> <li>• Reading, understanding and responding to texts</li> <li>• maintain a critical style and develop an informed personal response</li> </ul>	<p>Extract and whole text question e.g. 'Starting with this extract, how does Shakespeare present Macduff</p>	<ul style="list-style-type: none"> <li>• I can make relevant comments in response to the task and whole text</li> </ul>	<p>Plot, full text and scene by scene synopsis:  <a href="https://www.sparknotes.com/shakespeare/macbeth/">https://www.sparknotes.com/shakespeare/macbeth/</a></p>

	<p><u>Study of AQA Power and Conflict Poetry:</u></p> <p>Charge of the Light Brigade, Tissue.  <b>Revisit:</b> Remains, War Photographer, Ozymandias.</p>	<ul style="list-style-type: none"> <li>• use textual references, including quotations, to support and illustrate interpretations</li> <li>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> <li>• Show understanding of the relationships between texts and the contexts in which they were written</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> <li>• Compare themes, ideas, methods and effects across two different poems</li> </ul>	<p>as a hero?' Write about how Macduff is presented as a hero in the extract and the play as a whole.</p>	<ul style="list-style-type: none"> <li>• I can use quotations to support my ideas</li> <li>• I develop my ideas well, and don't simply retell the story</li> <li>• I demonstrate that I understand how the time in which the play was written and set has influenced its events, characters and themes</li> </ul>	<p>Macbeth timeline:  <a href="https://www.rsc.org.uk/shakespeare-learning-zone/macbeth/story/timeline">https://www.rsc.org.uk/shakespeare-learning-zone/macbeth/story/timeline</a></p> <p>Context: the Great Chain of Being:  <a href="https://www.bbc.co.uk/bitesize/guides/zmjnb9q/revision/2">https://www.bbc.co.uk/bitesize/guides/zmjnb9q/revision/2</a></p> <p>King James I and VI:  <a href="https://www.britannica.com/biography/James-I-king-of-England-and-Scotland">https://www.britannica.com/biography/James-I-king-of-England-and-Scotland</a></p> <p>The Basilikon Doran:  <a href="https://internetshakespeare.uvic.ca/doc/JamesI_BasiliconDoran/index.html">https://internetshakespeare.uvic.ca/doc/JamesI_BasiliconDoran/index.html</a></p>
<p>HT5 &amp; HT6</p>	<p>The 19th Century Novel: dependent on teaching group, either:</p> <ul style="list-style-type: none"> <li>• <i>'The Sign of Four' by Sir Arthur Conan Doyle,</i></li> <li>• <i>'A Christmas Carol' by Charles Dickens,</i></li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <i>'The Strange Case of Dr. Jekyll and Mr. Hyde',</i></li> </ul> <p><u>Study of AQA Power and Conflict Poetry:</u></p> <p>London, My Last Duchess, Checking Out Me History.  <b>Revisit:</b> Exposure, Storm on The Island.</p>	<ul style="list-style-type: none"> <li>• Reading, understanding and responding to texts</li> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations</li> <li>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> <li>• Show understanding of the relationships between texts and the contexts in which they were written</li> <li>• Compare themes, ideas, methods and effects across two different poems</li> </ul>	<p>Extract and full text question e.g. 'Starting with this extract, how does Dickens present Scrooge as an outsider to society?' Write about how Scrooge is presented as an outsider to society in the extract and the novel as a whole.</p>	<ul style="list-style-type: none"> <li>• I can make relevant comments in response to the task and whole text</li> <li>• I can use quotations to support my ideas</li> <li>• I develop my ideas well, and don't simply retell the story</li> <li>• I demonstrate that I understand how the time in which the play was written and set has influenced its events, characters and themes</li> </ul>	<p>Brief outline of Victorian Britain:  <a href="https://www.thehistorypress.co.uk/the-victorians/victorian-society/">https://www.thehistorypress.co.uk/the-victorians/victorian-society/</a></p> <p>The workhouses, poor law and treadmill:  <a href="https://www.workhouses.org.uk/life/rules.shtml">https://www.workhouses.org.uk/life/rules.shtml</a></p>