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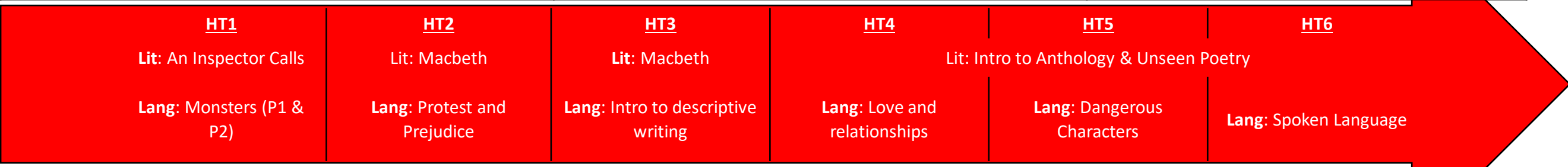
Sandbach School English Curriculum: A story of human ambition, power and responsibility.

24/25 Year 10 English Curriculum Sequence



Intent: To expose students to a wide array of texts and other media, allowing them to closely analyse language use and structural choices, and then synthesise language for a variety of creative purposes.

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| <b>An Inspector Calls feeds from:</b> <ul style="list-style-type: none"><li>Treasure Island in Y7</li><li>Shakespeare in Y7</li><li>Romeo and Juliet in Y8</li><li>Spoken Language in Y9</li></ul>  | <b>Macbeth feeds from:</b> <ul style="list-style-type: none"><li>Treasure Island in Y7</li><li>Shakespeare in Y7</li><li>Romeo and Juliet in Y8</li><li>Spoken Language in Y9</li><li>An Inspector Calls in Y10</li></ul>   | <b>Power &amp; Conflict feeds from:</b> <ul style="list-style-type: none"><li>War in Y9</li></ul>  |
| <b>Teaching An Inspector Calls here supports:</b> <ul style="list-style-type: none"><li>GCSE preparation</li><li>Macbeth in Y10</li></ul>   | <b>Teaching Macbeth here supports:</b> <ul style="list-style-type: none"><li>GCSE preparation</li><li>Dangerous Characters in Y10</li><li>Antagonists in Y11</li></ul>  | <b>Teaching Power &amp; Conflict Poetry/Unseen here supports:</b> <ul style="list-style-type: none"><li>GCSE preparation</li><li>Protest and Prejudice in Y10</li><li>Power in Y11</li></ul>   |
| <b>National Curriculum Links</b> <p>Pupils will:</p> <ul style="list-style-type: none"><li>read and appreciate the depth and power of the English literary heritage through reading a wide range of high-quality, challenging, classic literature, including works from the 19th, 20th and 21st centuries, one Shakespeare text, and poetry since 1789</li><li>draw on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</li><li>identify and interpret themes, ideas and information</li><li>explore aspects of plot, characterisation, events and settings, the relationships between them and their effects</li><li>seek evidence in the text to support a point of view, including justifying inferences with evidence</li><li>analyse a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li><li>make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading</li><li>make an informed personal response, recognising that other responses to a text are possible and evaluating these</li></ul> |   |  |
| <b>Why teach An Inspector Calls?</b> <p>An Inspector Calls is a thought-provoking play that challenges students to examine social responsibility, class inequality, and the impact of individual actions on society. Through its suspenseful plot and multifaceted characters, it encourages critical thinking about moral choices and the interconnectedness of community, making it highly relevant to contemporary discussions of social justice.</p>  | <b>Why teach Macbeth?</b> <p>Macbeth is a timeless exploration of ambition, guilt, and the corrupting power of unchecked ambition, offering students deep insights into human nature and the consequences of moral decay. Its rich language, complex characters, and tragic themes provide an essential foundation for developing critical thinking, analytical skills, and an appreciation for Shakespeare's literary craftsmanship.</p> | <b>Why teach Power &amp; Conflict poetry?</b> <p>The Power and Conflict poetry anthology offers students the opportunity to explore the complexities of human experience, addressing themes of war, oppression, and the abuse of power through a diverse range of voices and perspectives. By analyzing these poems, students develop their understanding of poetic techniques, while engaging with important moral and philosophical questions that remain relevant across time and cultures.</p> |



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| <b>Why teach Monsters?</b> <p>The Monsters language scheme explores how different writers use language to depict fear, power, and the unknown, encouraging students to analyze a variety of texts that explore the concept of monstrosity, both literal and metaphorical. This topic not only enhances students’ analytical skills but also enables them to critically examine how language shapes perceptions of morality, society, and human nature, preparing them for the demands of the English Language GCSE.</p>   | <b>Why teach Protest and Prejudice?</b> <p>The Protest and Prejudice language scheme examines how writers use language to challenge social injustices and expose discrimination, allowing students to explore themes of inequality, resistance, and identity. Through analyzing a range of texts, students practice the skills needed to understand and evaluate persuasive techniques, while developing a deeper awareness of how language can be a powerful tool for social change in both historical and contemporary contexts.</p> | <b>Why descriptive writing?</b> <p>The Descriptive Writing language scheme focuses on developing students’ ability to create vivid, engaging imagery through careful use of language, enabling them to evoke emotion and atmosphere in their writing. By practicing a range of descriptive techniques, students strengthen their skills in narrative structure, sensory detail, and language precision, ensuring they can craft compelling, high-quality responses in the English Language GCSE exam.</p> | <b>Why Love and Relationships?</b> <p>The *Love and Relationships* language scheme explores how writers use language to depict the complexities of human connections, from passion and intimacy to heartbreak and conflict. By analysing a variety of texts on this theme, students refine their skills in interpreting and comparing different perspectives on love, while developing their ability to evaluate how language shapes emotional depth and character relationships.</p>  | <b>Why teach Dangerous Characters?</b> <p>The <i>Dangerous Characters</i> language scheme examines how writers portray individuals who embody menace, moral ambiguity, or uncontrollable power, allowing students to explore the psychological and social factors behind these figures. By analysing various texts, students develop their skills in understanding character motivations, narrative structure, and the impact of language in building tension and highlighting danger in literature.</p> | <b>Why Spoken Language?</b> <p>The Preparing for Spoken Language scheme focuses on developing students’ ability to effectively communicate ideas, opinions, and arguments in spoken form, honing skills in clarity, persuasion, and audience awareness. Through practice in discussions, debates, and presentations, students gain confidence in delivering coherent and engaging spoken responses, preparing them for the spoken language component of the English Language GCSE.</p> |
| <b>National Curriculum Links</b> <p>Pupils will:</p> <ul style="list-style-type: none"><li>read and appreciate the depth and power of the English literary heritage through reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism.</li><li>understand and critically evaluate texts through reading in different ways for different purposes, summarising and synthesizing ideas and information, and evaluating their usefulness for particular purposes.</li><li>identify and interpret themes, ideas and information</li><li>seek evidence in the text to support a point of view, including justifying inferences with evidence</li><li>analyse a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li><li>make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading</li><li>make an informed personal response, recognising that other responses to a text are possible and evaluating these</li><li>write accurately, fluently, effectively and at length for pleasure and information through adapting their writing for a wide range of purposes and audiences</li></ul> |  |   | <ul style="list-style-type: none"><li>selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</li><li>revise, edit and proof-read, paying attention to the accuracy and effectiveness of grammar, punctuation and spelling</li><li>consolidate and build on their knowledge of grammar and vocabulary through drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li><li>use linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language</li><li>speak confidently, audibly and effectively</li><li>use Standard English when the context and audience require it</li><li>listen and respond in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation</li></ul> |  |  |
| <b>Teaching Monsters here supports:</b> <ul style="list-style-type: none"><li>Dangerous Characters in Y10</li><li>Antagonists in Y11</li><li>Power in Y11</li></ul>   | <b>Teaching Protest and Prejudice here supports:</b> <ul style="list-style-type: none"><li>War poetry in Y10</li><li>Love and Relationships in Y10</li><li>Antagonists in Y11</li></ul>  | <b>Teaching Descriptive Writing here supports:</b> <ul style="list-style-type: none"><li>Spoken Language in Y10</li><li>Language schemes in Y11</li></ul>   | <b>Teaching Love and Relationships here supports:</b> <ul style="list-style-type: none"><li>GCSE examination preparation</li><li>A Christmas Carol in Y11</li></ul>  | <b>Teaching Dangerous Characters here supports:</b> <ul style="list-style-type: none"><li>Antagonists in Y11</li><li>Power in Y11</li><li>A Christmas Carol in Y11</li></ul>   | <b>Spoken Language here supports:</b> <ul style="list-style-type: none"><li>GCSE examination preparation</li><li>Paper 2 writing skills</li></ul>  |
| <b>Monsters feeds from:</b> <ul style="list-style-type: none"><li>Villains in Y7</li><li>Myths and Legends in Y7</li><li>Gothic in Y8</li><li>The Woman In Black in Y9</li><li>War in Y9</li></ul>  | <b>Protest and Prejudice feeds from:</b> <ul style="list-style-type: none"><li>Challenging Representations in Y8</li><li>Media/Film in Y9</li><li>War in Y9</li></ul>  | <b>Descriptive Writing feeds from:</b> <ul style="list-style-type: none"><li>War in Y9</li><li>Extreme Sports in Y8</li></ul>   | <b>Love and Relationships feeds from:</b> <ul style="list-style-type: none"><li>The Boy In The Striped Pyjamas in Y8</li><li>Romeo and Juliet in Y8</li></ul>  | <b>Dangerous Characters feeds from:</b> <ul style="list-style-type: none"><li>Villains in Y7</li><li>Myths and Legends in Y7</li><li>Gothic in Y8</li><li>The Woman In Black in Y9</li><li>War in Y9</li></ul>   | <b>Spoken Language feeds from:</b> <ul style="list-style-type: none"><li>Extreme Sports in Y8</li><li>Media/Film in Y9</li></ul>   |