

Mastery: CO, SY, St

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



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.

<p>ACC feeds from:</p> <ul style="list-style-type: none"> KS2: Word types, etymology, etc. Crime & Detection in Y7 (context) Gothic Genre in Y8 (Eng and Art) Banned Literature in Y9 Dystopian Study in Y9 Monsters in Y10 	<p>Macbeth feeds from:</p> <ul style="list-style-type: none"> KS2: Word types, etymology, etc. Introduction to Shakespeare in Y7 R&J in Y8/Y9 Gothic Genre in Y8 Love & Conflict and Social Justice in Y10 Drama: Macbeth in Y8 	<p>Power & Conflict feeds from:</p> <ul style="list-style-type: none"> Our School in Y7 (poetry) AIC in Y9 (context) Dystopian in Y9 Poetry in Y9 Love & Conflict in Y10 Social Justice in Y10
<p>Teaching Jekyll & Hyde here supports:</p> <ul style="list-style-type: none"> Prep for GCSE exam Hard Times and Monsters (Lang) in Y11 Dorian Gray in Y12/Y13 Language Change (Lang) in Y13 Supports context of poetry in Y10 Drama: Frankenstein in Y10 	<p>Teaching Romeo & Juliet here supports:</p> <ul style="list-style-type: none"> Prep for GCSE exam Language Change in Y13 Hamlet in Y12/Y13 Drama: History of Theatre in Y12 	<p>Teaching Power & Conflict Poetry/Unseen here supports:</p> <ul style="list-style-type: none"> Prep for GCSE exam All poetry in Y10/Y11 Romanticism in Y12/Y13 History: WW1 at Qualifications Phase
<p>National Curriculum Links</p> <p>Pupils will:</p> <ul style="list-style-type: none"> 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 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 identify and interpret themes, ideas and information explore aspects of plot, characterisation, events and settings, the relationships between them and their effects seek evidence in the text to support a point of view, including justifying inferences with evidence analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading make an informed personal response, recognising that other responses to a text are possible and evaluating these 		
<p>Why teach A Christmas Carol?</p> <p>A Christmas Carol causes students to question human morality and the dangers of utilitarianism, which continues to be a wider life theme, even today. The novella also examines the potential consequences of an abuse of power and encourages students to demonstrate empathy.</p>	<p>Why teach Macbeth?</p> <p>Macbeth, demonstrates how tragedy can arise from ambition and how dramatic tension is expertly created by Shakespeare. Further to this, the play supports key discussions around gender roles, mental health and the abuse of power, along with the impact of unchecked ambition and emotional control.</p>	<p>Why teach Power & Conflict poetry?</p> <p>The poetry anthology centres around the consequences of human ambition and abuse of power, forcing students to reflect on human responsibility. This also contextually supports other GCSE Literature texts.</p>

Literature Introduction covers:

- Plot
- Characters
- Themes
- Context

HT1	HT2	HT3	HT4	HT5	HT6
Lit: Intro to A Christmas Carol (C19th Novel)	Lit: Intro to Macbeth (Shakespeare)	Lit: Intro to Anthology & Unseen Poetry	Lit: Intro to Anthology & Unseen Poetry	Lit: Intro to Anthology & Unseen Poetry	Lit: Intro to Anthology & Unseen Poetry
Lang: Monsters (P1 & P2)	Lang: Hard Times (P2)	Lang: Ambition & Conflict (P1)	Lang: Social Justice (P2)	Lang: Spoken Language (Exam)	Lang: Sports (P2)

<p>Why teach Monsters?</p> <p>With a focus on monstrous characters, this unit exposes students to C19th, C20th and C21st texts, encouraging discussions on substantive knowledge of the historical era (linking to Literature context). Students also examine the language used to create such characters, and then use this ambitious lexis to develop their own creative writing.</p>	<p>Why teach Hard Times?</p> <p>This unit exposes students to a variety of complex texts, covering C19th-C21st language and issues. The range of issues covered facilitates discussions around morality, ethics, human rites, and human responsibility.</p>	<p>Why Ambition & Conflict?</p> <p>This scheme complements the GCSE Literature text, Macbeth, which is taught simultaneously, alongside the poetry anthology, which is taught later in Y10. It highlights the consequences of ambition, as well as the potential impacts of conflict.</p>	<p>Why Social Justice?</p> <p>This scheme complements the GCSE Literature texts, ACC, Macbeth, AIC, and the poetry anthology. It allows students to explore the meaning of justice, and the role of human power, ambition and responsibility in this area.</p>	<p>Why teach Spoken Language?</p> <p>The benefits of oracy skills go far beyond academic achievement; they boost a whole range of social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy, as well as boosting students' mental health.</p>	<p>Why teach Sports?</p> <p>The comparative nature of this unit enables students to compare the impact of human ambition, power and responsibility across time periods. This comparative analysis provides excellent examples of various types of texts, which students can then synthesise to produce their own creative pieces.</p>
<p>National Curriculum Links</p> <p>Pupils will:</p> <ul style="list-style-type: none"> 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. 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. identify and interpret themes, ideas and information seek evidence in the text to support a point of view, including justifying inferences with evidence analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading make an informed personal response, recognising that other responses to a text are possible and evaluating these write accurately, fluently, effectively and at length for pleasure and information through adapting their writing for a wide range of purposes and audiences 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 revise, edit and proof-read, paying attention to the accuracy and effectiveness of grammar, punctuation and spelling 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 use linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language use Standard English when the context and audience require it listen and respond in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation 					
<p>Teaching Monsters here supports:</p> <ul style="list-style-type: none"> Prep for GCSE exam Ties in well to Lit (Macbeth) in Y10/Y11 Science & Technology in Y10 Dorian Gray in Y12/Y13 English Language NEA in Y12/Y13 	<p>Teaching Hard Times here supports:</p> <ul style="list-style-type: none"> Prep for GCSE exam ACC in Y10/Y11 Macbeth in Y10/Y11 Technology (English Lang) in Y12/Y13 Science: Transition Phase and Qualifications Phase 	<p>Teaching Ambition & Conflict here supports:</p> <ul style="list-style-type: none"> Prep for GCSE exam AIC in Y9/Y11 Macbeth in Y10/Y11 Social Justice (Lang) in Y10 Power (Lang) in Y11 Romantics in Y13 	<p>Teaching Spoken Language here supports:</p> <ul style="list-style-type: none"> Prep for GCSE exam AIC in Y9/Y11 ACC in Y10/Y11 Macbeth in Y10/Y11 Social Justice (Lang) in Y10 Power (Lang) in Y11 Hard Times (Lang) in Y11 	<p>Teaching Spoken Language here supports:</p> <ul style="list-style-type: none"> GCSE examination English Language schemes in Y10/Y11, and exam (especially Q5) All English Language in Y12/Y13 All subjects: Speaking skills in Transition Phase/Qualifications Phase/Senior Qualifications Phase 	<p>Teaching Sports here supports:</p> <ul style="list-style-type: none"> Prep for GCSE exam P.E.: Sports at Transition Phase and Qualifications Phase Travel and Adventure (Lang) in Y11 Language Change in Y13 English Language NEA in Y12/Y13
<p>Monsters feeds from:</p> <ul style="list-style-type: none"> KS2, Transition Phase and Qualifications Phase analytical skills Crime & Detection in Y7 (context) Myths and Legends in Y8 Banned Literature in Y9 Dystopian Study in Y9 ACC in Y10/Y11 	<p>Science & Tech feeds from:</p> <ul style="list-style-type: none"> KS2, Transition Phase and Qualifications Phase Crime and Detection in Y7 Forensic Linguistics in Y9 Monsters (Lang) in Y10 	<p>Love & Conflict feeds from:</p> <ul style="list-style-type: none"> KS2, Transition Phase and Qualifications Phase analytical skills AIC in Y9 	<p>Social Justice feeds from:</p> <ul style="list-style-type: none"> KS2, Transition Phase and Qualifications Phase analytical skills Boy, Everywhere in Y9 	<p>Spoken Language feeds from:</p> <ul style="list-style-type: none"> My Sister Lives on the Mantelpiece in Y7 Boy in the Striped Pyjamas in Y8 Myths and Legends in Y8 Banned Literature in Y9 AIC in Y9 All Language schemes in Y9/Y10 	<p>Extreme Sports feeds from:</p> <ul style="list-style-type: none"> KS2, Transition Phase and Qualifications Phase analytical skills Spoken Language in Y10