

English Curriculum Plan Year 10 Hasmonean High School for Boys

Within Key Stage 4, students follow courses for both English Literature and English Language, equating to two separate GCSEs at the end of Year 11. For both subjects, we follow the AQA exam board.

Each half term will be devoted to honing students' skills and developing their powerful knowledge in a particular area of each GCSE course. However, the transferrable nature of the skills and knowledge in each paper, as well as common themes and 'big ideas' discussed in each unit and text, enable teachers to frequently interleave key concepts and areas of knowledge meaning that students' study of English Language will support their study of English Literature and vice versa.

English Literature in Year 10 will continue students' study of how writers communicate their ideas about the world, and how readers might respond to these ideas. Through the selection of challenging and rewarding literature texts we study throughout the course, students will continue to think analytically and critically about the ideas and concepts presented to them, with increasing depth and critical awareness. In doing so, students will develop a wealth of invaluable skills including the ability to develop and present informed, critical responses as well as the capacity to articulate ideas and arguments in effective and creative ways. Equally, the course prompts students to engage more fully, not just with their own world, but with experiences and contexts otherwise unfamiliar to them. We study a wide range of texts focusing on a multitude of issues affecting humanity past and present. Ultimately, the study of English Literature prompts a more empathetic understanding of human nature – its strengths and flaws.

Towards the end of the year students will continue to develop their critical reading skills with a range of fiction texts exploring creative reading.



Year 10 Part 1

Till mid-February

3 lessons a week

TOPIC: Macbeth by William Shakespeare

BIG QUESTION: How does Shakespeare communicate ideas about people and society in his play through literary and dramatic devices?

CORE LEARNING:

Students will analyse the key aspects of Shakespeare's famous tragedy in depth.

- Ambition
- Guilt
- Betrayal & loyalty
- Fate
- Manhood
- Femininity & masculinity
- Supernatural

- Motif
- Iambic pentameter
- Marginalised figures
- Imagery

Key Concepts

- Reading, understanding and responding to texts and using textual references, including quotations to support and illustrate interpretations.
- Maintaining a critical style and developing an informed personal response.
- Analysing language, form and structure used by writers to create meanings and effects, using relevant subject terminology where appropriate.
- Showing an understanding of the relationships between texts and the contexts in which they were written.

Why this?

This tragedy explores the consequences of blind ambition and toxic masculinity as well as betrayal and the guilt that inevitably follows. These universal themes are still relevant to our society today and prompt audiences to explore the darker side of human nature and its capabilities.

Why now?

Students now explore this Renaissance masterpiece of drama. Students are increasingly confident with the play form and a number of the key themes in the text which have already been explored in Power & Conflict poetry and units within the Year 8 & 9 curriculum: power and its abuse, guilt and the supernatural to name a few. This is also studied alongside the final seven poems from the Power and Conflict Poetry cluster and tend to address similar concepts of the effects of different types of power.



Year 10 Part 2

Till mid-February

2 lessons a week

TOPIC: Power Poetry- Studying the final seven poems from the power & conflict cluster and making connections with the previous eight studied in Year 9 to build a whole picture of the Power & Conflict cluster.

BIG QUESTION: How do writers communicate ideas about power & conflicts in their writing and how do the presentations of power & conflict compare

between the poems in the anthology?

CORE LEARNING:

- War, life & death, sacrifice, abuse of power, power of nature, childhood & innocence, pride, decay, identity, inequality, suffering, bravery

Key Concepts

- Reading, understanding and responding to texts and using textual references, including quotations to support and illustrate interpretations.
- Maintaining a critical style and developing an informed personal response.
- Analysing language, form and structure used by writers to create meanings and effects, using relevant subject terminology where appropriate.
- Showing an understanding of the relationships between texts and the contexts in which they were written.

Why this?

Studying the final seven poems from the *Power and Conflict* cluster of the anthology where the focus is on different types of power, enables students to draw on prior knowledge of these themes and ideas. Through their exploration of the first eight poems and their current study of *Macbeth*, the students are well positioned to engage with not only the literal, tangible ideas of power and conflict but also the more metaphorical manifestations of these themes as well. The students will continue to apply and build upon the knowledge to write considered critical comparison essays.

Why now?

The broad spectrum of power and conflict within the anthology means that completing these final poems now, students have a time to build a wider bank of knowledge and cultural capital to draw upon in order to aid their interpretations of these texts. Additionally, the exploration of poems which explore the ideas of identity; societal expectations: pride and internal conflict will all serve to support students further with their current study of *Macbeth* and future studies of *The Strange Case of Dr Jekyll and Mr Hyde* and *An Inspector Calls*.



Term 2 part 2

Till beginning of June

5 lessons a week

TOPIC: *The Strange Case of Dr Jekyll and Mr Hyde*

BIG QUESTION: How does Stevenson communicate ideas about people and society in his novel through literary devices?

CORE LEARNING:

Students will analyse the key aspects of Stevenson's novel in depth, considering ideas relating to: Good Vs evil, duality of man, appearance and reality, class, reputation & repression, lies and deceit, innocence and violence, friendship and loyalty, the supernatural Vs Science, the gothic and detective genres

Key Concepts

- Reading, understanding and responding to texts and using textual references, including quotations to support and illustrate interpretations.
- Maintaining a critical style and developing an informed personal response.
- Analysing language, form and structure used by writers to create meanings and effects, using relevant subject terminology where appropriate.
- Showing an understanding of the relationships between texts and the contexts in which they were written.

Why this?

Delving into the human psyche, this nineteenth century Gothic novel prompts readers to explore the very essence of good and evil within human nature. Through studying this novel, students will be prompted to question the morality of human decisions as well as witness the impact of science and new discoveries on society and its thinking.

Why now?

Placing this unit in the latter part of their GCSE course means that students will be able to approach this complex and challenging text with greater levels of maturity, sophistication and powerful knowledge. Many of the stimulating themes and ideas within this novel, such as the duality of human nature, appearance and reality, good Vs evil, have been previously explored in our study of *Macbeth*, and various poems from the anthology within the Year 9 and Year 10 curriculum. Through frequently spiralling back to these key ideas, students will have a solid foundation of powerful knowledge on which to base their understanding and exploration of this novel.



Year 10 Term 3 part 2

TOPIC: Language Paper 1: Explorations in creative reading

BIG QUESTION: How do writers of fiction use language and structure to convey meaning to their readers?

CORE LEARNING:

Students will learn how to approach an unseen fiction text, analysing the writer's use of language and structure in order to convey meaning. They will also learn how to approach questions 1-4 of the exam paper effectively.

Key Concepts

- Identifying and interpreting information and ideas.
- Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- Evaluating texts critically and supporting this with appropriate textual references.

Why this?

A developed and confident understanding of how writers employ language and structure to convey meaning in their writing is vital for success across the English curriculum. Within this unit, students explore the effects of writers' methods which will in turn help them to become more confident, independent and critical readers. The skills gained in this unit will be invaluable when approaching their Literature papers as well as providing a solid grounding before they tackle Language Paper 2.

Why now?

As the fiction element of the Language exam, Paper 1's content is highly transferable to students' studies in Literature. The paper employs the same analytical skills and therefore effectively helps to support students' studies and continue to build their skills and confidence ready for the start of their GCSE year.