

Year 10 English Literature Disciplines

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Focus: Romeo and Juliet: Characters and plot will be taught through sections and extracts from the play. Context and audience will also begin to be considered and explored.</p> <p>Linked Poems: Cousin Kate and A Poison Tree</p>	<p>Focus: Jekyll and Hyde: Characters and plot will be taught through sections and extracts from the novel.</p> <p>Romeo and Juliet will be continued and assessed at the start of this half term.</p> <p>Linked Poems: The Man He Killed and Extract from The Prelude.</p>	<p>Focus: Conflict Poetry: (War/The Effects of War) The Destruction of Sennacherib, The Charge of the Light Brigade, Exposure, Poppies, Belfast Confetti, What were they Like? End with Half - caste.</p> <p>Jekyll and Hyde will be continued and assessed at the start of this half term.</p>	<p>Focus: Boys Don't Cry Characters and plot will be taught alongside discussions of context and issues explored in the text</p> <p>Linked Poems: No Problem and Catrin</p>	<p>Focus: Boys Don't Cry and Exam Skills</p> <p>Linked Poems: War Photographer and Class Game</p>	<p>Focus: Revision for mocks, returning to Romeo and Juliet and Boys Don't Cry.</p> <p>End of Year Exam Mock 1: Lit Paper 1</p> <p>Unseen poetry</p>
Assessments	Formative: Romeo and Juliet QA extract – (AO2) Analysis. Class Feedback Grid	Summative: Romeo and Juliet QA (AO2)	Formative: Jekyll and Hyde QB (AO1) Class Feedback Grid	Summative: Jekyll and Hyde A and Jekyll and Hyde B. (AO2; AO1)	Formative: Boys Don't Cry (AO1, AO3) Class Feedback Grid	Summative: End of Year Exam Literature paper 1 (AO2; AO1, AO3)
Building on Prior Learning	<p>Substantive Knowledge: From year 9 students will be familiar with Shakespeare's language and some contextual elements, such as theatre layouts, class and social hierarchy etc. They will have some knowledge of poetry form and poetry terms and they will have read books such as Of Mice and Men and considered them in light of the context.</p> <p>Disciplinary/procedural Knowledge: From Year 9 onwards students will be increasingly familiar and confident with key terminology around the Literature disciplines. They will begin to look at how to structure and build responses to a variety of questions, using the skills of inference, analysis and critical style.</p>					
Cultural Capital	Students will learn about the cultural and contextual links between Elizabethan drama, love and hierarchy, the legacy of Jekyll and Hyde on our culture, as well as ideas of conflict arising from the poetry section and current issues of race, identity, gender stereotypes and strained family dynamics from Boys Don't Cry.					
Mastery	In terms of mastery, students will be guided, through modelling, to make more sophisticated analytical judgements and critical responses. They will become more independent throughout the year as they practice the disciplines. By the end of the year students will be able to write responses to exam questions in their mocks.					
Development of Character	A huge range of virtues both moral and intellectual are visited, practiced and embedded through the English disciplines. There are numerous opportunities for detailed, frank and challenging discussion around personal and societal issues. For example, ideas about love and marriage in Romeo and Juliet can also be given a modern perspective as we consider how times have changed and free will, consent and the law all change how the play might now be viewed.					
Extra-Curricular Opportunities	<p>In School: Book club including regular library visits, Debate society, Friday Films, Sixth-form Film club, External Poetry Competition (Young Writers) and internal house competition.</p> <p>Outside of School: regular theatre visits to Birmingham REP, Hippodrome, Malvern and RSC. Other opportunities advertised (writing competitions, volunteering opportunities) through school Hub and tutor programme.</p>					
Metacognitive Learning	Metacognitive learning will build as students learn, through expert modelling, the analytical disciplines necessary to see how texts are constructed and meaning imbued. They will also develop critical ability around the links between character, theme and context. Feedback will form an important part of developing our students as metacognitive learners, including whole-class and personal reflection. Students will set personal targets based on strengths and areas for development and use feedback to plan for success in future assessments.					