

Year 10 Curriculum Plan 2024-2025

When	Intentions – what we teach and why
Autumn 1	<p>Introductory Unit (part 1): Characterisation, Conflict and Drama (Fiction Reading and Writing)</p> <ul style="list-style-type: none"> Students will study a range of short stories and narrative extracts. Over time, beginning with this unit, students will develop their confidence with accessing, reading and comprehending unfamiliar and unseen fiction texts. They will use and build upon foundational knowledge about narratives and characterisation learnt in previous key stages to develop more nuanced and sophisticated inferences and interpretations of the texts that they will be reading. To support future learning and confidence with writing creatively, students will begin to think about and develop a stock character as well as situations and conflicts their character could plausibly find themselves in. This unit also aims to provide an engaging start to the key stage 4 curriculum for students.
Autumn 1	<p>Introductory Unit (part 2): Non-fiction reading - Victorian Childhood Experiences</p> <ul style="list-style-type: none"> Students will read a range of 19th century non-fiction texts. To help students develop a working awareness of how they read and the different contexts in which they need to read. To develop students' abilities to use a variety of reading strategies to enable them to access a variety of reading texts from both the 19th and 21st centuries. To develop students' understanding of life in the 19th century, specifically the class system and its impact on the experiences of children. This knowledge will support their study of 'A Christmas Carol'.
	<p>A Christmas Carol (understanding the plot and main characters)</p> <ul style="list-style-type: none"> Students will study the novella 'A Christmas Carol'. To ensure that all students understand the plot and narrative structure of Dicken's 'A Christmas Carol' by focusing on the protagonist, Scrooge. To provide further opportunities for students to develop component knowledge surrounding the application of social and historical contextual knowledge to a text in order to further understand the text being read, as well as the writer's potential intentions. To develop confidence in reading and understanding 19th century writing, both fiction and non-fiction. To develop confidence in reading and drawing upon knowledge from across an extended text. To develop the composite knowledge necessary to write a character-based essay using a linear structure.

Spring 1	<p>Romeo and Juliet (understanding the plot and the main characters)</p> <ul style="list-style-type: none"> • Students will study the novella ‘A Christmas Carol’. • To ensure that all students understand the plot and narrative structure of their Shakespeare play by focusing on the journey of the eponymous protagonist/s. • To provide opportunities for students to explore character/s and how they change within the scope of dramatic tragedy, thereby, developing their own confidence with expressing literary opinions and ideas. • To provide opportunities for student develop procedural knowledge surrounding reading, understanding and writing about extracts from their Shakespeare play.
Spring 2	<p>Anthology Themes: place (block 1); war and conflict (block 2); love and romantic relationships (block 3) and nature (block 4)</p> <ul style="list-style-type: none"> • To build students’ confidence in literal and inferential comprehension across a range of poems from the Eduqas anthology. • To further develop students’ abilities to write about their ideas confidently. • To further develop students’ procedural knowledge regarding analysis and the subject’s ‘what, how, why’ strategy. • To introduce and build confidence in making comparisons, including their ability to write comparisons, between poems by grouping poems by themes. • To introduce and build confidence in adapting personal readings and interpretations in response to a stated theme. • To develop knowledge of thematic concepts – place (block 1), war and conflict (block 2), love and relationships (block 3) and nature (block 4). These thematic concepts and associated portable concepts will be further built upon by later SOL on gender and An Inspector Calls.
Spring 2	<p>20th century fiction: Evaluation of Character</p> <ul style="list-style-type: none"> • Revisit procedural knowledge of 20th century reading previously taught in the year. • To increase student exposure to high quality fiction reading texts and, therefore build confidence with reading challenging texts. • To explicitly focus on the ability to evaluate a narrative text.
Summer 1	<p>Narrative Writing: Characterisation and Dialogue</p> <ul style="list-style-type: none"> • To provide regular opportunities to revise and develop knowledge about written accuracy, specifically how to write and punctuate dialogue within narrative prose. • To provide an opportunity for students to experiment with generating ideas for potential narrative tasks and examine why these ideas may or may not be successful within an exam context. • To develop vocabulary related to character’s speech and encourage the appropriate use of alternatives to ‘said’. • To provide an opportunity to revise previously taught knowledge from the start of year 10. • Create opportunities for students to write and enjoy writing creatively. • Create opportunities for students to share and discuss their own work and creative choices.

	<p><u>Gender Stereotypes</u></p> <ul style="list-style-type: none"> • To continue to teach key reading procedural knowledge and strategies (skim, scan, close, inferential and analytical reading) to develop students' reading confidence, whilst providing them with a range of high-quality fiction and non-fiction texts from across the 19th and 20th centuries. • Using a broad range of high-quality fiction and non-fiction texts, students will develop their contextual knowledge of gender stereotypes across the centuries, enabling students to confidently engage with characterisation within Priestley's 'An Inspector Calls' (in year 11), as well as a variety of unseen texts throughout the remainder of the course. • Contextual knowledge regarding gender will also inform understanding of key themes in their Shakespeare play and anthology poetry.
<p>Summer 2</p>	<p><u>Romeo and Juliet: Theme of Gender</u></p> <ul style="list-style-type: none"> • To provide an opportunity to revisit and recall key events of the play. • To apply recently taught knowledge about gender stereotypes to the play and, therefore, increase confidence with applying portable concepts and knowledge to different areas of study. • To continue to explore the play through extracts. • To provide an early opportunity to introduce revision skills and study of a play thematically, rather than narratively as has been the case so far in the course.
<p>Summer 2</p>	<p><u>Unseen Poetry</u></p> <ul style="list-style-type: none"> • To expose students to a range of poems covering a range of themes. • To develop confidence with reading and responding to unseen poems. • To develop confidence with writing about unseen poems. • To develop confidence in making comparisons between poems and writing about them.