

## Year 10 Curriculum Plan 2024-2025

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

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

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