

Year 10 Overview 2024-25 – English Literature

Date	Week	Assess	Units Studied & Learning Outcomes						
8 Weeks / 38 Days									
2-Sep	A	1	<p>A Christmas Carol (13 Weeks/22 lessons)</p> <p>Students will develop knowledge on the Victorian Period and Charles Dickens through studying the plot, characters and themes in A Christmas Carol.</p> <p>Learning Outcomes:</p> <p>GW: Students identify key moments in character and theme development</p> <p>BI: Students analyse development of character and theme through language + structure</p> <p>EW: Students evaluate writer's message through character and theme</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y9)</th> <th style="width: 33%;">Now (Y10)</th> <th style="width: 33%;">Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Analyse thematic presentation and evaluate the effectiveness. Assess confidently the use of character within the text.</td> <td>Share critical and personal responses to the presentation of themes. Evaluate the complexity of the writers' characters.</td> <td>Evaluate the novel's moral and philosophical significance. Critique the characters and identify universal aspects of them.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Analyse thematic presentation and evaluate the effectiveness. Assess confidently the use of character within the text.	Share critical and personal responses to the presentation of themes . Evaluate the complexity of the writers' characters .	Evaluate the novel's moral and philosophical significance. Critique the characters and identify universal aspects of them.
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16-Sep	A	3							
23-Sep	B	4							
30-Sep	A	5							
7-Oct	B	6							
14-Oct	A	7							
21-OCT	B	8							
OCTOBER HALF TERM 7 Weeks / 35 Days									
4-Nov	A	9	<p>Poetry Anthology – Relationships and War (13 Weeks/12 lessons)</p> <p>Students will read a collection of poetry from the EDUQAS anthology, analysing and comparing the impact of language, form and context through thoughtful selection of quotations.</p> <p>Learning Outcomes:</p> <p>GW: Students sophisticatedly distinguish links between poem and context</p> <p>BI: Students perceptively identify impact of context to structure, message and content</p> <p>EW: Students critically evaluate the context's influence on poem</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y9)</th> <th style="width: 33%;">Now (Y10)</th> <th style="width: 33%;">Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Explore the contexts of each poem and delve into Romanticism. Assess the poetic conventions and themes particularly the relationships.</td> <td>Sophisticatedly, distinguish the varied contexts and features of each poem. Apply understanding of poetic conventions and themes to analysis.</td> <td>Draw upon knowledge of all forms* of the contexts to evaluate. Critique the poetic conventions and interpret themes confidently.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Explore the contexts of each poem and delve into Romanticism . Assess the poetic conventions and themes particularly the relationships.	Sophisticatedly, distinguish the varied contexts and features of each poem. Apply understanding of poetic conventions and themes to analysis.	Draw upon knowledge of all forms* of the contexts to evaluate. Critique the poetic conventions and interpret themes confidently.
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CHRISTMAS HOLIDAY 6 Weeks / 30 Days									
6-Jan	B	16	<p>Blood Brothers (13 Weeks/22 Lessons)</p> <p>Students will read Blood Brothers, studying its plot, characters and key themes. They will develop confidence with the drama form, analysing the impact of stage directions.</p> <p>Learning Outcomes:</p> <p>GW: Students analyse the characters' behaviour, relationships and motivations.</p> <p>BI: Students evaluate the characters' behaviour, relationships and motivations.</p> <p>EW: Students critique the characters' behaviour, relationships and motivations.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y9)</th> <th style="width: 33%;">Now (Y10)</th> <th style="width: 33%;">Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Analyse thematic presentation through drama in relation to genre. Critique the presentation of culture through themes.</td> <td>Share critical and personal responses to the presentation of themes. Evaluate the complexity of characters through dramatic performance.</td> <td>Critique the presentation of culture through themes. Critique the characters and identify universal aspects of them.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Analyse thematic presentation through drama in relation to genre . Critique the presentation of culture through themes .	Share critical and personal responses to the presentation of themes . Evaluate the complexity of characters through dramatic performance.	Critique the presentation of culture through themes . Critique the characters and identify universal aspects of them.
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27-Jan	A	19							
3-Feb	B	20							
10-Feb	A	21							
FEBRUARY HALF TERM 6 Weeks / 29 Days									
25-Feb*	B	22	<p>Poetry Anthology – Power and Time & Change (13 Weeks/10 lessons)</p> <p>Students will explore a collection of poetry from the EDUQAS anthology through close analysis and comparison of perspectives, context, language and structure.</p> <p>Learning Outcomes:</p> <p>GW: Students analyse the impact of form and structure on the poem's meaning.</p> <p>BI: Students evaluate the impact of form and structure, considering mood/tone.</p> <p>EW: Students perceptively evaluate the impact of form + structural choices on meaning</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y9)</th> <th style="width: 33%;">Now (Y10)</th> <th style="width: 33%;">Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Explore <i>in close detail</i> a range of structural devices and impacts. Analyse the language closely using subject terminology accurately.</td> <td>Identify and evaluate the impact of varied structures upon the meaning. Evaluate the language using ambitious, precise subject terminology.</td> <td>Make personal critiques of the poetic forms and structures. Share critical comparisons and in evaluating the language.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Explore <i>in close detail</i> a range of structural devices and impacts. Analyse the language closely using subject terminology accurately.	Identify and evaluate the impact of varied structures upon the meaning. Evaluate the language using ambitious, precise subject terminology.	Make personal critiques of the poetic forms and structures . Share critical comparisons and in evaluating the language .
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31-Mar	A	ST1							
EASTER HOLIDAY 5 Weeks / 23 Days									
22-Apr*	B	ST1	<p>LIT C2SA: Blood Brothers Source-Based Qu (45 minutes)</p> <p>LIT C1SB: Poetry Anthology Question 1 & Question 2 (1 hour)</p> <p>EBI responses (2 lessons)</p> <p>Romeo and Juliet (10 Weeks/22 lessons)</p> <p>Students will read 'Romeo and Juliet' exploring the plot, characters and themes. They will develop skills to track an extract, analysing imagery, character, mood and impact of dramatic irony.</p> <p>Learning Outcomes:</p> <p>GW: Students apply knowledge of characters and to analyse reactions in key scenes.</p> <p>BI: Students evaluate character motivations in key scenes using wider plot knowledge.</p> <p>EW: Students make perceptive analysis of characters based on wider plot knowledge.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y9)</th> <th style="width: 33%;">Now (Y10)</th> <th style="width: 33%;">Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Explore the journey characters have over the play. Analyse the language and structure using relevant subject terminology.</td> <td>Evaluate the complexity of Shakespeare's characters. Justify own interpretations of language and structure of the text.</td> <td>Critique the characters and identify universal aspects of them. Perceptively evaluate the language and structure of the text.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Explore the journey characters have over the play. Analyse the language and structure using relevant subject terminology.	Evaluate the complexity of Shakespeare's characters . Justify own interpretations of language and structure of the text.	Critique the characters and identify universal aspects of them. Perceptively evaluate the language and structure of the text.
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SPRING HALF TERM 7 Weeks / 34 Days									
2-Jun	A	33	<p>Unseen Poetry (10 Weeks/5 lessons)</p> <p>Students will read a range of contemporary poetry, developing confidence to discuss and compare the content, key ideas, perspectives and poets' use of language, structure and form.</p> <p>Learning Outcomes:</p> <p>GW: Students analyse the language choices closely, considering connotations</p> <p>BI: Students evaluate the impact of language choices, considering mood/tone.</p> <p>EW: Students perceptively evaluate the impact of language choices on message.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y9)</th> <th style="width: 33%;">Now (Y10)</th> <th style="width: 33%;">Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Analyse the purpose and reader reaction (Inc. own), describing effects. Analyse the language closely using subject terminology accurately.</td> <td>Share summative judgements on the reader and purpose from analysis. Evaluate the language using ambitious, precise subject terminology.</td> <td>Make informed analyses of the intended readers and purposes. Share critical comparisons and in evaluating the language.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Analyse the purpose and reader reaction (Inc. own), describing effects. Analyse the language closely using subject terminology accurately.	Share summative judgements on the reader and purpose from analysis. Evaluate the language using ambitious, precise subject terminology.	Make informed analyses of the intended readers and purposes . Share critical comparisons and in evaluating the language .
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8 Weeks / 38 Days									
2-Sep	A	1	<p>Component 2 – Non-Fiction and Transactional Writing (8 Weeks/10 lessons)</p> <p>Students will explore 19th and 21st Century non-fiction texts, developing confident comparisons on writers’ techniques. They will develop confidence writing a range of transactional and persuasive writing types, developing their views and opinions.</p> <p><i>Practice Papers: Volcanoes, Tight Rope Walkers</i></p> <p>Learning Outcomes:</p> <p>GW: Students identify and discuss specific examples for comparison.</p> <p>BI: Students analyse comparisons in how writers deliver viewpoint.</p> <p>EW: Students perceptively distinguish comparisons in how writers deliver viewpoint</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y9)</th> <th style="width: 33%;">Now (Y10)</th> <th style="width: 33%;">Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Analyse the similarities and differences between texts. Select apt language and structure to achieve purpose and suit audience.</td> <td>Identify and evaluate comparisons on how writers deliver viewpoint. Make consistent, ambitious choices to meet the purpose and audience brief.</td> <td>Share sustained critical comparisons on how writers convey viewpoints. Make perceptive, well-judged choices to meet purpose and audience needs.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Analyse the similarities and differences between texts. Select apt language and structure to achieve purpose and suit audience .	Identify and evaluate comparisons on how writers deliver viewpoint. Make consistent, ambitious choices to meet the purpose and audience brief.	Share sustained critical comparisons on how writers convey viewpoints. Make perceptive, well-judged choices to meet purpose and audience needs.
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OCTOBER HALF TERM 7 Weeks / 35 Days									
4-Nov	A	9	<p>Component 1 – 20th Century Fiction and Narrative Writing (13 Weeks/19 lessons)</p> <p>Students will develop analysis of language & structure with 20th Century Prose extracts. They will create a portfolio of narrative plans and drafts, developing skills of characterisation and narrative structure and honing control of VSSPS for effect.</p> <p><i>Practice Papers: Stephen and Kate, Emma and Robbie, Ruby Lennox</i></p> <p>Learning Outcomes:</p> <p>GW: Students write a narrative using a sophisticated structure, with precise VSSP</p> <p>BI: Students make informed choices on narrative structure, with sophisticated VSSP</p> <p>EW: Students construct narrative structure to meet desired intent, with mature VSSP</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y9)</th> <th style="width: 33%;">Now (Y10)</th> <th style="width: 33%;">Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Explore the merit of adapting narrative structure for effect. Assess and explore a range of VSSP to achieve desired impact.</td> <td>Make judgements on narrative structure to influence reader. Evaluate and respond in practise using a sophisticated array of VSSP precisely.</td> <td>Make informed choice of narrative structure to suit desired intent. Make discerning VSSP choices which are extensive, robust and mature.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Explore the merit of adapting narrative structure for effect. Assess and explore a range of VSSP to achieve desired impact.	Make judgements on narrative structure to influence reader. Evaluate and respond in practise using a sophisticated array of VSSP precisely.	Make informed choice of narrative structure to suit desired intent. Make discerning VSSP choices which are extensive, robust and mature.
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FEBRUARY HALF TERM 6 Weeks / 29 Days									
25-Feb*	B	22	<p>Component 2 – Non-Fiction and Transactional Writing (5 Weeks/9 lessons)</p> <p>Students will explore 19th and 21st Century non-fiction texts, developing confident comparisons on writers’ techniques. They will develop confidence writing a range of transactional and persuasive writing types, developing their views and opinions.</p> <p><i>Practice Paper: Flight</i></p> <p>Learning Outcomes:</p> <p>GW: Students identify and discuss specific examples for comparison.</p> <p>BI: Students analyse comparisons in how writers deliver viewpoint.</p> <p>EW: Students perceptively distinguish comparisons in how writers deliver viewpoint</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y9)</th> <th style="width: 33%;">Now (Y10)</th> <th style="width: 33%;">Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Analyse the similarities and differences between texts. Select apt language and structure to achieve purpose and suit audience.</td> <td>Identify and evaluate comparisons on how writers deliver viewpoint. Make consistent, ambitious choices to meet the purpose and audience brief.</td> <td>Share sustained critical comparisons on how writers convey viewpoints. Make perceptive, well-judged choices to meet purpose and audience needs.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Analyse the similarities and differences between texts. Select apt language and structure to achieve purpose and suit audience .	Identify and evaluate comparisons on how writers deliver viewpoint. Make consistent, ambitious choices to meet the purpose and audience brief.	Share sustained critical comparisons on how writers convey viewpoints. Make perceptive, well-judged choices to meet purpose and audience needs.
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EASTER HOLIDAY (Inc. BH) 5 Weeks / 23 Days									
22-Apr*	B	ST1		<p>LANG C2SA: Non-Fiction Reading: 6 Qu (1 hour)</p> <p>LANG C2SB: Transactional Writing: 2 tasks (1 hour)</p> <p>EBI responses (2 lessons)</p> <p>Spoken Language (5 Weeks/6 lessons)</p> <p>Students will explore effective presentational skills and prepare a presentation. Students will deliver this presentation, applying the skills they have acquired, and engage in a discussion.</p> <p>Learning Outcomes:</p> <p>GW: Students present straightforward ideas, responding to questions appropriately.</p> <p>BI: Students express challenging ideas, responding formally and in detail.</p> <p>EW: Students confidently discuss sophisticated idea with elaborate detail.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y9)</th> <th style="width: 33%;">Now (Y10)</th> <th style="width: 33%;">Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Express straightforward ideas, with a structured presentation. Listen to questions and provide an appropriate response.</td> <td>Express challenging ideas, using a range of vocabulary to meet audience. Listen to questions and respond formally and in detail.</td> <td>Express sophisticated ideas sensitively matching vocabulary to purpose. Listen and respond to questions perceptively with elaborate detail.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Express straightforward ideas, with a structured presentation. Listen to questions and provide an appropriate response .	Express challenging ideas, using a range of vocabulary to meet audience. Listen to questions and respond formally and in detail.
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9-Jun	B	34							
16-Jun	A	35	<p>Component 2 – Transactional Writing (5 Weeks/4 lessons)</p> <p><i>See above</i></p>						
23-Jun	B	36							
30-Jun*	A	37							
7-Jul	B	38	<p>Component 1 – 20th Century Fiction and Narrative Writing (5 Weeks/3 lessons)</p> <p><i>See above</i></p> <p><i>Practice Paper: Megan in London</i></p>						
14-Jul	A	39							