



SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School For All



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

KS4 Year 10 English



Year 10 English Scheme of Work Overview

Sequencing of topics	Autumn term 1: A Christmas Carol/ Unseen Poetry Autumn term 2: A Christmas Carol/ Speech performance for Language Spring term 1: Macbeth/ Poetry anthology (war collection)	Spring term 2: Macbeth/ Poetry anthology (love collection) Summer term 1: An Inspector Calls/ Poetry anthology (place collection) Summer term 2: An Inspector Calls/ Poetry anthology (place collection)
Calendared assessments	HT1: ACC- stave 1 (extract based only) HT2: ACC- stave 4 (whole text assessed) HT3: Macbeth- act 1 (extract based only)	HT4: Macbeth- theme based question (whole play assessed) HT5: AIC- character based question HT6: AIC- theme based question/ Language Paper 1
Personal Development <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p><u>Cross curricular:</u> The Victorian Era (including the Poor Law and the Industrial Revolution) are taught in History- year 8 term one. WW1 and trench warfare/propaganda are taught in History- year 8 term two.</p> <p><u>SJW Values:</u> Faith-filled and hopeful- when Scrooge begins to change on his path to redemption. Attentive and discerning- when reflecting upon tasks and assessments and identifying how to improve. Eloquent and truthful- in preparing and delivering individual speeches.</p> <p><u>SMSCV:</u> -Exploring the importance of social responsibility and social justice. -Understanding the relevance between contexts studied and their place in modern society.</p>	
Progression model	What knowledge will pupils develop? <i>(Including key terminology)</i>	What skills will pupils develop? <i>(Including literacy & Numeracy)</i>
	<ul style="list-style-type: none"> ➤ A clear knowledge of the texts studied for GCSE English Literature, including plot, themes, characters and context. ➤ A fuller, broader understanding of terminology and how to implement it in written responses. ➤ An understanding of the ideas, themes and contexts of the poems studied, as well as how to answer a question about them individually. ➤ Through preparation and performance, students will know how to deliver a speech independently using various techniques to engage and hook an audience. 	<ul style="list-style-type: none"> • Students will practise approaching extracts/ poems independently and gaining an understanding of the text, as well as identifying key quotes and ideas to analyse. • Students will become more secure in tracking across a whole text and identifying how a theme or character is introduced, changes or develops. • Through practise, students will become more confident in applying terminology when exploring quotes and ideas in texts. • Through the application of tier 2 and 3 vocabulary, students will develop an academic writing style when responding to Literature texts.
Development homework	<ul style="list-style-type: none"> - Term 1: terminology revision/ speech preparation. - Term 2: ACC/ poetry interleaved quote and context revision from term 1. - Term 3: Macbeth/ ACC/ poetry interleaved quote and context revision from term 1 and 2 	