

# Curriculum Summary Document

## English

Module/Unit of Learning	Taught During	What will students learn?	How does this deepen understanding and enrich experience?	Links to other Subjects
<b>Year 10 English Literature</b>	<b>Autumn Term</b>	Students reapply their knowledge of <b>Victorian England</b> in their reading and analysis of the 19 <sup>th</sup> century novel, ' <b>A Christmas Carol</b> '. This term, students explore another work from this canonical writer, finishing December of Year 10 in a <b>seasonal</b> fashion.	Throughout their reading and analysis of the text, students' routinely practise analytical extended writing, building their resilience and stamina to prepare for their GCSE exam conditions in preparation for their <b>GCSE English Literature Paper 1</b> exam. Simultaneously, Dickens' 19 <sup>th</sup> century text allows students to gradually familiarise themselves with 19 <sup>th</sup> century phraseology and language ahead of their reading of 19 <sup>th</sup> century non-fiction for their <b>GCSE English Language Paper 2</b> .	Dickens' text allows students to <b>consolidate</b> their knowledge of <b>Victorian England</b> , exploring key <b>contextual factors</b> and <b>societal issues</b> .
<b>Year 10 English Language</b>	<b>Spring and Summer Term</b>	Continuing on from their <b>Language</b> study in Autumn Term, students spend their Spring and Summer term studying for their <b>GCSE English Language Paper 2: Writers' Viewpoints and Perspectives</b> , before ending the year with a mock exam of each paper. As in their Paper 1 study the term previous, students seek to improve their exam performance through routine exam practice.	In this module, students once again take on the <b>role of critic</b> , applying their knowledge of writers' methods and perspectives to texts from across the 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> centuries. Students also enrich their persuasive writing skills from across Key Stage 3 study, as they practise writing articles, letters and speeches to impactfully convey their opinion on topical issues.	In their engagement with topical issues through persuasive writing, students use their <b>PSHE skills</b> to navigate contemporary issues.
<b>Year 10</b>	<b>Spring and</b>	Familiar with <b>Shakespearean</b>	Students expand their knowledge of works by	Students' study of Shakespeare once

<p><b>English Literature</b></p>	<p><b>Summer Term</b></p>	<p><b>language, themes and dramatic techniques</b> from their Year 7 and 8 study, students now have the foundational knowledge to begin their <b>GCSE study</b> of '<b>Romeo and Juliet</b>', their set Shakespeare text for their <b>GCSE English Literature Paper 1</b> exam.</p> <p>Students' Shakespearean study across the Spring and Summer term is bookended by their reading and analysis of the remaining poems in their <b>GCSE Power and Conflict poetry anthology</b>.</p>	<p>the <b>English bard</b>, enriching their appreciation of <b>English culture</b> and evolution of the English language.</p>	<p>again strengthens their understanding and application of Early Modern <b>History</b>.</p>
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