Y10 GCSE ENGLISH LITERATURE

Overall Intent:

At KS3, students have experienced a broad and challenging range of reading opportunities, with a particular emphasis in Year 9 on the difference between English then and now, exploring classic texts in preparation for the challenge of GCSE English Literature. KS4 is about students achieving a GCSE English Literature grade that reflects their potential and the effort they put in, a passport allowing them to progress to a choice of destinations, but it should also be a time when students truly invest in reading, gain knowledge of their cultural heritage and also, where the specification allows, experience wonderfully diverse writers; whilst we celebrate the unique identity that students gain from living in Thirsk and its surrounding area, it is also important that the reading journey of our young people looks outwards beyond their own community.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Area of study	AN INSPECTOR CALLS	AN INSPECTOR CALLS POWER AND CONFLICT POETRY	POWER AND CONFLICT POETRY UNSEEN POETRY	MACBETH – CONTEXT AND PLOT	MACBETH – KEY SCENES	REVISION END OF YEAR EXAM – PAPER 2
Key learning aims – knowledge and skills	Knowledge of An	Knowledge of Power	Knowledge of Power	Knowledge of	Knowledge of	GCSE English
	Inspector Calls: its	and Conflict poetry	and Conflict poetry	Macbeth: the	Macbeth: the	Literature
	historical/social/	cluster: the	cluster: the	historical/social/	historical/social/cultu	Paper 2 examination:
	biographical context;	historical/social/	historical/social/biog	cultural context of	ral context of the	what
	authorial purpose;	biographical context	raphical context of	the play; authorial	play; authorial	steps need to be
	the writer's craft,	of each poem;	each poem; authorial	purpose; the writer's	purpose; the writer's	taken to achieve
	focusing particularly	authorial purpose;	purpose; the writer's	craft focusing,	craft focusing	positive outcomes
	on their key methods	the writer's craft,	craft focusing	particularly on their	particularly on their	and why.
	such as their special	focusing particularly	particularly on their	special use of	special use of	
	use of language.	on their key poetic	key poetic methods	language.	language.	
	Knowing a range of	methods such as	such as their especial	Knowing a range of	Knowing a range of	
	literary terminology	their special use of	use of language.	literary terminology	literary terminology	
	allows students to	language.	Knowing a range of	allows students to	allows students to	
	understand the	Knowing a range of	literary terminology	understand the	understand the	
	writer's craft, analyse	literary terminology	allows students to	writer's craft, analyse	writer's craft; analyse	

	the ways in which writers create meanings and effects, and produce their own literary texts.	allows students to understand the writer's craft, analyse the ways in which writers create meanings and effects, and produce their own literary texts. GCSE English Literature Paper 2 examination: what steps need to be taken to achieve	understand the writer's craft; analyse the ways in which writers create meanings and effects; and produce their own literary texts. GCSE English Literature Paper 2 examination: what steps need to be taken to achieve positive outcomes	the ways in which writers create meanings and effects and produce their own literary texts.	the ways in which writers create meanings and effects; and produce their own literary texts. GCSE English Literature Paper 1 examination: what steps need to be taken to achieve positive outcomes and why	
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Assessment	Complete practice questions to establish progress	An Inspector Calls assessment	Power + Conflict Poetry assessment	Complete practice questions to establish progress	Macbeth assessment	Y10 Trial Exam GCSE Paper 2