

Specialist Centre Programme of Study - English

Proficiency: Students gain a high degree of knowledge and skills and are evaluated in what they can do.

Resilience: Students develop the capacity to recover quickly from difficulties and highly demanding tasks.

Communication: Students develop the skills of exchanging information by speaking and writing and access authentic materials which develops them as well-rounded citizens who understand the wider world and are ready to discover their place in it.

Year 10

Autumn term

Spring term

Summer term










Year 10	Text and assessment	<p><i>Jekyll and Hyde</i> Explore the way Priestley presents his ideas about society in the play.</p>	<p><i>Macbeth</i> How does Shakespeare present Juliet as a tragic hero?</p>	<p><i>An Inspector Calls</i> Explore the way Priestley presents his ideas about society in the play.</p>
	Key knowledge	Life in Victorian London; Victorian crime; morality scientific developments in the Victorian era; the detective genre; duality; Christianity; evolution; the Gothic genre	King James I and the Gunpowder Plot; Aristotle and the nature of tragedy; the supernatural; ambition and hamartia; gender roles; soliloquy and monologue	J.B. Priestley's life and politics; Socialism and Capitalism; Karl Marx and Communism; post-war attitudes and societal changes allegory; the Russian Revolution; recurring imagery; irony and corruption; facades; inequality
	Vocabulary instruction	Duality; atavism; suppression; austerity; value; morality; evolution/devolution; Gothic; culmination	Ambition; hamartia; tragedy; supernatural; subversion; tyranny; soliloquy and monologue; prophecy; foreshadow	Allegory; dramatic irony; Chekov's gun; capitalism/socialism; social conscience; gender; generation; equality/inequality; egalitarian; proletariat/bourgeoisie
	Grammar and writing	Developing and sustaining a thesis; conceptualising an answer; embedding quotations; developing analysis; including relevant context	Developing and sustaining a thesis; conceptualising an answer; embedding quotations; developing analysis; including relevant context	Developing and sustaining a thesis; conceptualising an answer; embedding quotations; developing analysis; including relevant context

English Helpdesk

Welcome to English Solutions. Please follow the link in the solution section below to access the resources.

The areas for development are:	Solution
<ul style="list-style-type: none">• Being able to use vocabulary to express ideas and examine high-level concepts.	<ul style="list-style-type: none">• Practise key vocabulary using your Knowledge Organiser• https://www.bbc.co.uk/bitesize/subjects/z3kw2hv
<ul style="list-style-type: none">• Understanding essential skills in spelling, punctuation and grammar.	<ul style="list-style-type: none">• Practise writing extended paragraphs about a range of topics and in different formats• https://www.bbc.co.uk/bitesize/subjects/z3kw2hv
<ul style="list-style-type: none">• Understand the essential context of the novels, plays and poems being studied	<ul style="list-style-type: none">• Test yourself using your Knowledge Organiser• https://www.bbc.co.uk/bitesize/subjects/z3kw2hv

The study of all texts in English Literature are underpinned by, and taught through study of, the common universal themes and BIG QUESTION:

POWER 	CONFLICT 	INEQUALITY 
GUILT 	LOSS 	RESPONSIBILITY 
GOOD & EVIL 	MORALITY 	CONSCIENCE 



**What does
English
Literature
teach us about
how to live our
lives?**