

EPHS Year 10 Curriculum Overview 2022-23

HT1	HT2	HT3	HT4	HT5	HT6
English Language Fiction Reading and Writing	English Literature A Christmas Carol 19 th Century Novel	English Language Non-Fiction and Transactional Writing	English Literature An Inspector Calls Post 1914 Literature	English Literature Romeo and Juliet Shakespeare	
<p>Students will:</p> <ul style="list-style-type: none">• Study Literary Heritage: Language Paper 1 (Fiction)• Students begin GCSE study, focusing on 19th Century fiction. Students develop and hone analytical skills, as well writing their own narratives.• Study reading questions on an unseen 19th Century Fiction Text.• Shorter response questions will focus on close analysis of the text.• Longer response questions will ask students to show their understanding of the whole text.• Students will also develop their writing skills by completing tasks linked by a theme to the reading extract.	<p>Students will:</p> <ul style="list-style-type: none">• Study and read ‘A Christmas Carol by Charles Dickens: Literature paper 2.• Learn how to analyse character, setting, plot and theme.• Learn how to shape essays responding to the whole text.• Focus on the close language analysis of an extract.• Focus on different aspects of the text, exploring plot, settings, characters and themes.	<p>Students will:</p> <ul style="list-style-type: none">• Study Freedom Fighters: Language Paper 2 (Non-Fiction)• Study a range of dissenting voices such as Frederick Douglass, Nelson Mandela, Emmeline Pankhurst and even those accused of witchcraft.• This enables students to practise reading non-fiction with a variety of purposes.• Write about a wide range of texts.• Read, understand and respond to questions based on two thematically linked unseen non-fiction extracts.• Develop writing skills, linked by a theme, to the reading extract.	<p>Students will:</p> <ul style="list-style-type: none">• Study and read ‘An Inspector Calls’ by JB Priestley: Literature paper 2• This is a whodunnit mystery where students learn how to apply contextual understanding to critical essay writing skills.• Construct essays which focus on plot, setting, character and themes and will require students to refer to the question in relation to the context. A short quote will be included prior to the question as a stimulus for response	<p>Students will:</p> <ul style="list-style-type: none">• Study and read Romeo and Juliet by William Shakespeare: Literature Paper 1• Students read the whole play learning about character, plot and the form of a play.• Students learn how to analyse language, structure and form and also how to respond to wider themes in the play.• Complete a two-part question focused on the close language analysis of an extract and how a theme from the extract is also explored elsewhere in the play.• Focus on relationship between the play and the context in which it was written.	
<p>Cultural Capital:</p> <p>The focus on fiction allows students to be exposed to a range of texts which provide variation in voice, perspective and structure. The texts enable students to become accustomed to the different nuances in the writing of a range of authors and expose them to models of excellence which can influence their own writing. Reading fiction can shed light on the human condition which enhances students’ personal development and also encourages a life-long love of reading.</p>	<p>Cultural Capital:</p> <p>Students study A Christmas Carol – a seminal novel from the literary canon. They explore important issues related to poverty and social class and are encouraged to see how many of the issues hinted at by Dickens are still prevalent in today’s society, ensuring students can see how the novel is still relevant in the C21st. This unit includes a number of high-quality articles that pupils read as a means of enhancing their understanding of Dickens’ life and his intentions for fighting social injustice, as well as his rich vocabulary. It also enhances students’ personal development and fosters a love of life-long reading.</p>	<p>Cultural Capital:</p> <p>The focus on non-fiction texts and writing tasks allows students to formulate their own opinions regarding important world issues, building on previous study throughout KS3, and to write with passion, coherence and force. Students continue to develop their own writer’s voice and are able to utilise their knowledge of rhetoric studied during KS3.</p>	<p>Cultural Capital:</p> <p>The play immerses students in time and world quite different from their own and is used to explore the injustices of the social class system. Students explore the impact that social class can have on your life chances and how we all have responsibility for our actions and how they impact on others. This develops students’ moral compass and their personal development. Major concepts of socialism and capitalism are objectively explored.</p>	<p>Cultural Capital:</p> <p>Shakespeare is a critical figure in the English literary canon. Studying the play allows students to develop their knowledge of Shakespeare’s works by approaching a text which requires a greater level of maturity. Students explore patriarchy and how this social structure has been challenged / still exists today. Students study the conventions of tragedy and explore a range of themes including toxic masculinity and its potentially devastating consequences. The adult themes allow for discussions surrounding sensitive topics such as suicide and deceiving one’s parents.</p>	

<p>Knowledge acquired and skills studied:</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. • Evaluate texts critically and support this with appropriate textual references. • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation 	<p>Knowledge acquired and skills studied:</p> <ul style="list-style-type: none"> • Victorian England and attitudes to the poor. • Historical context such as The Poor Law and Thomas Malthus. • Biographical information about Dickens and his intentions as a social reformer. • Read, understand and respond to texts maintaining a critical style and developing an informed personal response using textual references, including quotations, to support and illustrate interpretations. • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology. • Understand a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation 	<p>Knowledge acquired and skills studied:</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. • Evaluate texts critically and support this with appropriate textual references. • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Knowledge acquired and skills studied:</p> <ul style="list-style-type: none"> • Read, understand and respond to texts maintaining a critical style and developing an informed personal response using textual references, including quotations, to support and illustrate interpretations. • Analysis of language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • Understanding of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Knowledge acquired and skills studied:</p> <ul style="list-style-type: none"> • Read, understand and respond to texts maintaining a critical style and developing an informed personal response using textual references, including quotations, to support and illustrate interpretations • Analysis of language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • Understanding of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p>Students will also</p> <ul style="list-style-type: none"> • Spend time revisiting and revising English Literature and Language studied across the year.
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EPHS Year 11 Curriculum Overview 2022-23

HT1	HT2	HT3	HT4	HT5	
English Literature Poetry since 1789		English Language Revision Fiction and Imaginative Writing	English Language Revision Non-Fiction and Transactional Writing	Full Exam preparation	
Students will: <ul style="list-style-type: none"> • Read and Study Poetry- Conflict -English Literature paper 2 • Study 15 poems all centred around the theme of 'conflict'. A range of <i>conflict</i> is studied such as war, personal identity and relationships. • Answer one question on one named poem from the anthology question and one poem of choice. • Students will compare the poems. Questions will focus on the language, form and structure of the poem and the contexts in which the poems were written. • Answer one question comparing two unseen contemporary poems that are linked by a theme. • Students are required to compare the poet's portrayals of the theme through their use of language, form and structure. 		Students will: <ul style="list-style-type: none"> • Study bespoke revision for English Language paper 1 • See guidance and content above. 	Students will: <ul style="list-style-type: none"> • Study bespoke revision for English Language paper 1 • See guidance and content above. 	Students will: <ul style="list-style-type: none"> • Study bespoke revision for English Language paper 2 • See guidance and content above. 	
Cultural Capital: Pupils explore a number of poems from the Eduqas Poetry Anthology which encourages them to engage with the varying themes of love, loss, family and conflict and how experiences can impact in a myriad of ways: physical, psychological and emotional effects. This also helps students with their personal development to recognise the universality of these emotions.		Cultural Capital: See Yr10	Cultural Capital: See Yr10	Cultural Capital: See Yr10	
Knowledge acquired and skills studied: <ul style="list-style-type: none"> • Read, understand and respond to texts maintaining a critical style and developing an informed personal response using textual references, including quotations, to support and illustrate interpretations. • Analysis of language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • Understanding of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 		Knowledge acquired and skills studied: <ul style="list-style-type: none"> • Recapping how to revise • Recapping exam requirements and techniques • Study bespoke revision for English Literature • See guidance and content above. 	Knowledge acquired and skills studied: <ul style="list-style-type: none"> • Recapping how to revise • Recapping exam requirements and techniques • Study bespoke revision for English Literature • See guidance and content above. 	Knowledge acquired and skills studied: <ul style="list-style-type: none"> • How to prepare for the upcoming exams • Guided revision and practice for exam. 	

