

Learning overview for English Literature			Year group: 10		
Term	Key topics / scheme of work	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed?	How will learning be revisited to ensure it is embedded?
Terms 1 and 2	An Inspector Calls	<ul style="list-style-type: none"> • Literal and inferential comprehension: understanding a word, phrase or sentence in context. • Explore aspects of plot, characterisation, events and settings • Distinguishing between what is stated explicitly and what is implied • Explain motivation, sequence of events, and the relationship between actions or events • Identify the theme and distinguishing between themes. • Supporting a point of view by referring to evidence in the text. • Recognise the possibility of and evaluating different responses to a text. • Understanding of writers' social, historical and cultural contexts to inform evaluation • Make an informed personal response that derives from analysis and evaluation of the text • Evaluate a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact. • Use linguistic and literary terminology for such evaluation • Compare texts studied, referring where relevant to theme, characterisation, context (where known), • to discuss SMSCC themes, such as class, gender, society, capitalism, socialism. 	<p>AO1: Read, understand and respond to texts by Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	Ongoing assessment. Exam-style questions. Quizzes.	Start of Literature course

<p>Terms 3 and 4</p>	<p>Poetry Anthology</p>	<ul style="list-style-type: none"> • Literal and inferential comprehension: understanding a word, phrase or sentence in context. • Explore aspects of plot, characterisation, events and settings • Distinguishing between what is stated explicitly and what is implied • Explain motivation, sequence of events, and the relationship between actions or events • Identify the theme and distinguishing between themes. • Supporting a point of view by referring to evidence in the text. • Recognise the possibility of and evaluating different responses to a text. • Understanding of writers' social, historical and cultural contexts to inform evaluation • Make an informed personal response that derives from analysis and evaluation of the text • Evaluate a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact. • Use linguistic and literary terminology for such evaluation • Compare texts studied, referring where relevant to theme, characterisation, context (where known), 	<p>AO1: Read, understand and respond to texts by Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Ongoing assessment. Exam-style questions. Quizzes.</p>	<p>Revisit Romeo and Juliet through:</p> <ul style="list-style-type: none"> • Starter activities. • Homework tasks. • Assessments
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<p>Term 5 and 6</p>	<p>Poetry</p> <p>Romeo and Juliet</p> <p>An Inspector Calls</p>	<ul style="list-style-type: none"> • Literal and inferential comprehension: understanding a word, phrase or sentence in context. • Explore aspects of plot, characterisation, events and settings • Distinguishing between what is stated explicitly and what is implied • Explain motivation, sequence of events, and the relationship between actions or events • Identify the theme and distinguishing between themes. • Supporting a point of view by referring to evidence in the text. • Recognise the possibility of and evaluating different responses to a text. • Understanding of writers' social, historical and cultural contexts to inform evaluation • Make an informed personal response that derives from analysis and evaluation of the text • Evaluate a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact. • Use linguistic and literary terminology for such evaluation • Compare texts studied, referring where relevant to theme, characterisation, context (where known), 	<p>AO1: Read, understand and respond to texts by Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Ongoing assessment. Exam-style questions. Quizzes.</p>	<p>Revisit Romeo and Juliet and An Inspector Calls through:</p> <ul style="list-style-type: none"> • Starter activities. • Homework tasks. • Assessment tasks
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