

English Literature– Year 10

	Year 10 – Block A	Year 10 – Block B
What do we teach?	Specification: AQA English Literature (8702)	
	‘An Inspector Calls’ – J.B. Priestley ‘Power and Conflict’ AQA Poetry Anthology	‘Macbeth’ – William Shakespeare
How does this meet the National curriculum?	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all students:</p> <ul style="list-style-type: none"> • read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. 	
	<p>‘An Inspector Calls’ promotes rich discussion in its themes of social responsibility and class. It also allows students to discuss the efficacy of different political ideologies and models and appreciate viewpoints which may not match their own. This text gives students an insight into public feeling during the aftermath of both World Wars and as such is very much a part of our literary heritage.</p> <p>Once students have studied ‘An Inspector Calls’, they begin learning the anthology of 15 poems set by AQA on the theme of ‘Power and Conflict’. In this unit, students will be exposed to a real breadth of writers, issues and themes. This means that students will be exposed to many elements of literary styles and vocabulary. Discussions around these texts often promote discussion and debate which in turn further supports written communication of arguments and viewpoints.</p>	<p>‘Macbeth’ is an engaging text that explores themes such as ambition, power and the supernatural. As with ‘An Inspector Calls’, students are encouraged to challenge their own morality and consider different viewpoints within their peer group, assessing and evaluating as they go. William Shakespeare’s eminence within the literary heritage of our country firmly places his works as a core element on any GCSE scheme.</p>
Why does this knowledge matter?	Students need to tackle a range of texts in order to be exposed to the wide variety of forms, authors and viewpoints required at GCSE and beyond. These texts help support students understand the society around them and their place within it, as well as opening their thinking into complex moral issues that form the basis of many adult decisions.	Students need to tackle a range of texts in order to be exposed to the wide variety of forms, authors and viewpoints required at GCSE and beyond. This text will allow students to understand the rich history of the monarchy in this country, as well as how general belief systems shift over time. This helps students deepen their analytical and evaluative skills.
Why do we teach in this sequence?	Students can bring in prior knowledge of KS3 texts studied, such as ‘Animal Farm’ which will give them immediate access and a sense of understanding from the outset. It is a rich and interesting text that stimulates debate and is therefore an engaging way to start their GCSE studies.	‘Macbeth’ is more complex than the play that precedes it in our teaching sequence. This comes second so students have had time to gain some maturity in their ability to analyse and evaluate texts and ideas. By this point, students will have completed their study of their first paper in English Language, and will have begun exploring the Power & Conflict poetry, honing further the key skills required to access a text of this complexity.
What career links are made?	Effective communication in both writing and speech is vital in the world of work. We hope that the skills embedded here will complement any career but in particular they lend themselves well to the following areas: Writer, speaker, teacher, journalist, PR, law, social media manager, HR, crime/police, politics and the civil service, librarian, publishing, archiving, historian. A critical appreciation of Literature over time develops critical thinking skills that are highly valued amongst most employers.	

English Literature– Year 11

	Year 11 – Block A	Year 11 – Block B
What do we teach?	Specification: AQA English Literature (8702)	
	‘The Strange Case of Dr. Jekyll and Mr. Hyde’ – Robert Louis Stevenson	Consolidation and Revision
How does this meet the National curriculum?	The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all students: <ul style="list-style-type: none">• read easily, fluently and with good understanding• develop the habit of reading widely and often, for both pleasure and information• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language• appreciate our rich and varied literary heritage• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.	
	‘The Strange Case of Dr. Jekyll and Mr. Hyde’ promotes rich discussion in its themes of religion and science, duality and morality. It also allows students to discuss the ideas surrounding human nature and creation and question their own ideas of existence, as well as appreciate viewpoints which may not match their own. This text gives students an insight into a pivotal time in our history as industry and science moved to the fore, and is very much considered to be one of the canonical texts within our literary heritage.	Students will follow a structured program of revision throughout Block B. They will have spent Year 10 and Year 11 studying their Literature texts in detail, and as they approach their final exams, they will need to consolidate their knowledge of all the texts, as well as revise the exam skills needed to ensure they are successful. Due to the amount of content students have covered, the revision program is an essential part of the course, therefore the dedication of a significant amount of time is essential.
Why does this knowledge matter?	Students need to tackle a range of texts in order to be exposed to the wide variety of forms, authors and viewpoints required at GCSE and beyond. This text helps support students understand the society around them and their place within it, as well as opening their thinking into complex moral issues that form the basis of many adult decisions.	
Why do we teach in this sequence?	We hope that by waiting until Year 11 to study this text, that students will have reached a maturity that will lead to a deeper appreciation of it as a work of literature and the themes explored. Furthermore, students will have studied English Language Paper 2 which means they will have had exposure of non-fiction and fiction from the 19 th century which further supports understanding of the text.	
What career links are made?	Effective communication in both writing and speech is vital in the world of work. We hope that the skills embedded here will complement any career but in particular they lend themselves well to the following areas: Writer, speaker, teacher, journalist, PR, law, social media manager, HR, crime/police, politics and the civil service, librarian, publishing, archiving, historian. A critical appreciation of Literature over time develops critical thinking skills that are highly valued amongst most employers.	