

Programme of study for Year 10 Literature

Autumn (1 st term and 2 nd term) – Spring (1 st term)	Spring (2 nd term)	Summer (1 st and 2 nd Term)
From: September To: February	From: February To: April	From: April To: July
<p>Topic: Tragedy (Aut 1); The Outsider (Aut 1 - Spring 1)</p> <p><u>Texts</u></p> <p>Play</p> <ul style="list-style-type: none"> • <i>Macbeth</i> – William Shakespeare <p>Novel</p> <ul style="list-style-type: none"> • <i>Frankenstein</i> – Mary Shelley <p>Poetry</p> <ul style="list-style-type: none"> • ‘Exposure’ • ‘Poppies’ • ‘Emigree’ 	<p>Topic: Frankenstein and Anthology poems</p> <p><u>Texts:</u></p> <p>Novel</p> <ul style="list-style-type: none"> • Frankenstein <p>Poetry</p> <ul style="list-style-type: none"> • ‘Checkin’ Out Me History’ • ‘Tissue’ • ‘War Photographer’ 	<p>Topic: Interleaving Unit</p> <p><u>Texts:</u></p> <ul style="list-style-type: none"> • Frankenstein • Animal Farm • Macbeth • Anthology Poems
<p>Skills (students should be able to do):</p> <p>A01 - read, understand and respond to texts. Students should:</p> <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • they should be able to use textual references, including quotations to support and illustrate interpretations <p>A02 – analyse language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>A03 – show understanding of the relationships between texts and the context in which they were written.</p> <p>A04 – use a range of vocabulary and sentence structure for purpose and effect, with accurate spelling and punctuation.</p>		
<p>Key Learning Outcomes (students should know):</p> <ul style="list-style-type: none"> • To understand key ideas presented in the play, novel and poems. • To understand the writers’ key ideas. • To begin to analyse in detail key methods used by the writers. 	<p>Key Learning Outcomes (students should know):</p> <ul style="list-style-type: none"> • To develop understanding of key ideas presented in the novella, play and poems. • To revise the texts more holistically to explore character development and development of themes. • To develop analysis of methods used by the writers. • To develop understanding of contextual links. 	

<ul style="list-style-type: none"> To begin to make contextual links. 	<ul style="list-style-type: none"> To develop essay-writing skills. 	
<p>End of term 1 assessment to cover:</p> <p>Macbeth – full essay on the development of Macbeth’s character.</p>	<p>End of term 2 assessment to cover:</p> <p>Frankenstein – full essay on the presentation of the creature.</p>	<p>End of term 3 assessment to cover:</p> <ul style="list-style-type: none"> Complete Paper 1 Literature Exam – ‘Macbeth’ and ‘Frankenstein’
<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>In the first half of the Autumn Term, students will complete their study of ‘Macbeth’, covering the final 2 Acts. They will review the conventions of Tragedy and explore Shakespeare’s agendas, with focus on the key themes of the play, the development of key characters and the use of foil characters. They will consolidate their study of ‘Macbeth’ through a written essay before moving forward to the next unit. Starting with the Autumn Term (1st term) and into Spring (1st term and 2nd term), Year 10 will study ‘Frankenstein’; through this text students will explore the detrimental impact of society and mankind on the lives of those who may not fit in with social expectations. This is a novel which requires huge levels of emotional intelligence and requires students to critically explore the themes of unchecked ambition, power, knowledge and education – all of which would have been developed through the texts studied in Year 9 as well as ‘Macbeth’ in the Autumn Term. The theme of loss of innocence is also explored in ‘Frankenstein’ as we are given a character, who at the hands of society and through society’s mistreatment learns to become monstrous. Through this, students will explore the theme of rejection – and how individuals are rejected from society when they are considered an outsider. Students will develop their empathy skills by being given insight into the displacement one can feel when isolated from society. They will explore complex emotions of despair, introspect, guilt and sorrow and how society has become desensitised – questioning our role as a society. Students will also be taught the following poems from the ‘Power and Conflict’ cluster. Students will study the following poems: ‘Exposure’, ‘Poppies’, ‘The Prelude’, ‘Emigree’, ‘Checkin’ Out Me History’, ‘Tissue’ and ‘War Photographer’.</p> <p>In the Summer Term, students will study the remaining poems from the ‘Power and Conflict’ clusters. This includes ‘My Last Duchess’ and ‘Remains’. These poems will enable students to revise core themes within ‘Macbeth’ and ‘Animal Farm’ such as corrupt power, guilt and trauma. Students will also recap and review their knowledge of all the Literature texts learnt in Years 9 and 10. Students will begin to make comparisons between the poems studied. This unit is at the end of Year 10 as by this point students will have studied all texts. Additionally, by this point students will have secured their analytical, exploratory, evaluative and critical skills. Students will have a secure and developed understanding of the themes and thus they will be able to analyse the texts conceptually.</p>		
<p>Home – Learning tasks:</p> <ul style="list-style-type: none"> Autumn (1st term)– Macbeth revision tasks Autumn (2nd term)– Frankenstein revision tasks Spring (2nd term) – ‘Frankenstein’ essay classwork– green page of progress 		

Reading / literacy:

- Reading of texts
- Discussion-based activities
- Retrieval of information
- Introduction of new vocabulary

Numeracy:

- Venn diagram for comparisons
- Ranking of interpretations

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

- There will be opportunities within the lesson for students to develop their SMSC through the discussion of critical theories such as 'The Blank Slate' theory and 'Maslow's Hierarchy of Needs'. Students will be encouraged to have discussions on moral and ethical issues which range from the duty of parents to the limits of science. The novel 'Frankenstein' will also give students an insight into the enormous social and scientific changes of the nineteenth century that have shaped modern Britain and its values.
- MACE debate club.