

<p><b>Year: 10 Literature</b></p>	<p><b>Curriculum Intent:</b> Students will read a <b>novel</b> and 2 <b>plays</b> set in different <b>historical settings</b> and of different <b>genres</b>. Students will focus on the <b>themes</b> explored in the texts and construct <b>arguments</b> based on the <b>writers' intentions</b>. Students will focus on the writers' <b>purpose</b> and make links between the <b>contexts</b> of the texts and the <b>themes</b> explored in the texts. Students will begin to <b>zoom</b> into the language and <b>structural</b> techniques and comment on the <b>effects</b>.</p>					
<p><b>Unit title:</b></p>	<p><b>Term 1</b></p> <p>A Christmas Carol</p>		<p><b>Term 2</b></p> <p>Macbeth</p>		<p><b>Term 3</b></p> <p>An Inspector Calls</p>	
<p><b>Reading and Writing Focus Speaking and Listening Focus</b></p>	<p><b>Reading</b> – Read, understand and interpret the text. Add <b>context</b> to see Dickens' message and social commentary. <b>Language</b> analysis to understand character development and attitudes. <b>Structural</b> analysis relating to character progression and themes explored – across the stave/novella.</p> <p>Utilising opportunities to embed <b>drama</b> activities and <b>debates</b> using the understanding and aspects of the text. Challenges students to construct an <b>oral</b> and <b>written argument</b> about the text.</p>		<p><b>Reading</b> – Read, understand and interpret the text. Add <b>context</b> to see Shakespeare's message and social commentary. <b>Language</b> analysis to understand character development and attitudes. <b>Structural</b> analysis relating to character progression and themes explored – across the play.</p> <p>Utilising opportunities to embed <b>drama</b> activities and <b>debates</b> using the understanding and aspects of the text. Challenges students to construct an <b>oral</b> and <b>written argument</b> about the text.</p>		<p><b>Reading</b> – Read, understand and interpret the text. Add <b>context</b> to see Priestley's message and social commentary. <b>Language</b> analysis to understand character development and attitudes. <b>Structural</b> analysis relating to character progression and themes explored – across the play.</p> <p>Utilising opportunities to embed <b>drama</b> activities and <b>debates</b> using the understanding and aspects of the text. Challenges students to construct an <b>oral</b> and <b>written argument</b> about the text.</p>	
<p><b>Sequence of learning Key Questions</b></p>	<p>Reading questions:</p> <ul style="list-style-type: none"> <li>- Who is Scrooge?</li> <li>- Who is Fred?</li> <li>- Who is Marley?</li> <li>- What is the significance of the context?</li> <li>-Who are the ghosts?</li> <li>-Who is Belle?</li> <li>-Who is Dickens?</li> </ul>	<p>Writing questions</p> <ul style="list-style-type: none"> <li>-What is the significance of the context the text was written in?</li> <li>-How does Dickens explore ideas about class in the novella?</li> <li>-How does Dickens explore ideas about morality in the novella?</li> </ul>	<p>Reading questions:</p> <ul style="list-style-type: none"> <li>-who is Macbeth?</li> <li>-Who is Lady Macbeth?</li> <li>-Who are the witches?</li> <li>-who is Duncan?</li> <li>-Who is Macduff?</li> <li>-Who is Lady Macduff?</li> <li>-Who is Shakespeare?</li> </ul>	<p>Writing questions:</p> <ul style="list-style-type: none"> <li>-What is the significance of the context the play was written in?</li> <li>-How does Shakespeare present Macbeth throughout the play?</li> <li>-How does Shakespeare present ideas about guilt?</li> </ul>	<p>Reading questions:</p> <ul style="list-style-type: none"> <li>-Who are the Birlings?</li> <li>-Who is the Inspector?</li> <li>-What is the significance of Edna?</li> <li>-Who is Eva Smith?</li> <li>-Who is Priestley?</li> </ul>	<p>Writing questions:</p> <ul style="list-style-type: none"> <li>-What is the significance of the context the play was written in?</li> <li>-How does Priestley present social responsibility in the play?</li> <li>-How does Priestley present the older</li> </ul>

		<ul style="list-style-type: none"> <li>-How does Dickens explore ideas about change in the novella?</li> <li>-How does Dickens explore ideas about social responsibility?</li> <li>-How dos Dickens present Scrooge in the novella?</li> <li>-How does Dickens present Christmas in the novella?</li> <li>-How does Dickens explore the importance of charity in the novella?</li> </ul>	-What is the significance of the Great Chain of Being?	<ul style="list-style-type: none"> <li>-How does Shakespeare present ideas about gender?</li> <li>-How does Shakespeare present the relationship between the Macbeths?</li> <li>-How does Shakespeare present the theme of the supernatural?</li> <li>-How does Shakespeare present the idea of fate?</li> <li>-How does Shakespeare present power in the play?</li> </ul>		<ul style="list-style-type: none"> <li>and younger generation?</li> <li>-How does Priestley present the theme of morality in the play?</li> <li>-How does Priestley present male characters in the play?</li> <li>-How does Priestley present female characters in the play?</li> <li>-How does Priestley present selfishness in the play?</li> </ul>
<b>Vocab</b>	<ul style="list-style-type: none"> <li>Pathetic fallacy</li> <li>Similes</li> <li>Listing</li> <li>Repetition</li> <li>Symbolism</li> <li>Motif</li> </ul>	<ul style="list-style-type: none"> <li>Pathetic fallacy</li> <li>Similes</li> <li>Listing</li> <li>Repetition</li> <li>Symbolism</li> <li>Motif</li> </ul>	<ul style="list-style-type: none"> <li>Soliloquy</li> <li>Stage directions</li> <li>Tragic hero</li> <li>Hamartia/Fatal flaw</li> <li>Dramatic irony</li> <li>Props</li> <li>Exits/entrances</li> <li>Setting/scenes</li> <li>Sounds</li> <li>Contrasts</li> <li>Iambic Pentameter</li> <li>Rhyming couplets</li> </ul>	<ul style="list-style-type: none"> <li>Soliloquy</li> <li>Stage directions</li> <li>Tragic hero</li> <li>Hamartia/Fatal flaw</li> <li>Dramatic irony</li> <li>Props</li> <li>Exits/entrances</li> <li>Setting/scenes</li> <li>Sounds</li> <li>Contrasts</li> <li>Iambic Pentameter</li> <li>Rhyming couplets</li> </ul>	<ul style="list-style-type: none"> <li>Tone</li> <li>Dramatic irony</li> <li>Exits/entrances</li> <li>Setting</li> <li>Stage directions</li> <li>Sounds</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Tone</li> <li>Dramatic irony</li> <li>Exits/entrances</li> <li>Setting</li> <li>Stage directions</li> <li>Sounds</li> <li>Sentences</li> </ul>
<b>Grammar, punctuation, and spelling.</b>	<ul style="list-style-type: none"> <li>1. Spelling of key words</li> <li>2. Punctuation used correctly.</li> <li>3. Written expression is clear.</li> </ul>	<ul style="list-style-type: none"> <li>1. Spelling of key words</li> <li>2. Punctuation used correctly.</li> <li>3. Written expression is clear.</li> </ul>	<ul style="list-style-type: none"> <li>1. Spelling of key words</li> <li>2. Punctuation used</li> <li>3. Written expression is clear</li> </ul>	<ul style="list-style-type: none"> <li>1. Spelling of key words.</li> <li>2. Punctuation used accurately.</li> <li>3. Written expression is clear.</li> </ul>	<ul style="list-style-type: none"> <li>1. Spelling of key words.</li> <li>2. Punctuation used accurately.</li> <li>3. Written expression is clear.</li> </ul>	<ul style="list-style-type: none"> <li>1. Spelling of key words.</li> <li>2. Punctuation used accurately.</li> <li>3. Written expression is clear.</li> </ul>
<b>Assessment</b>	Literature Paper 1:	Literature Paper 1:	Literature Paper 1:	Literature Paper 1:	Literature Paper 2:	Literature Paper 2:

	How does Dickens present Scrooge in Stave 1?	How does Dickens present the theme of redemption in the novella?	How does Shakespeare present lady Macbeth in Act 1?	How does Shakespeare present Lady Macbeth in Act 5 and the rest of the play?	How does Priestley present the Birlings in Act 1?	How does Priestley present selfishness in the play? 30 marks + 4 marks (SPAG)
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