



## PLUME ACADEMY - LEARNING OVERVIEW

Year	10
Course	GCSE English Language and GCSE English Literature GCSE Spoken Language Qualification
Specification Number/Exam Board	AQA 8700 and 8701
End of course assessment and weightings	Language Paper 2 (Non-Fiction): <b>50%</b> English Language An Inspector Calls: <b>20%</b> English Literature Macbeth: <b>20%</b> English Literature Spoken Language: <b>100%</b> standalone qualification

\* whilst we certificate two GCSEs at the end of Y11, we take a more integrated approach to the teaching of these complementary GCSE courses. We will often use 'Literature' stimulus to teach 'Language' skills, and vice versa. This is why you will find the overviews for both Y10 and Y11 have both GCSE Language and GCSE Literature courses within them.

### Prior Learning

The subject builds on your child's key stage 3 experience in understanding meaning in both fiction and non-fiction texts by reading, interpretation and analysis of texts whilst continuing to develop individual creative writing responses.

### Curriculum Intent – What are the curriculum aims?

To identify and interpret explicit and implicit information through the use of evidence from a range of texts whilst confidently analysing the use of language and structure and the impact the writer was trying to have. To expose students to a range of texts from 19<sup>th</sup> Century and Modern Literature. The course aims to enable students to communicate in both written and verbal forms clearly, effectively and imaginatively. This is achieved by using the correct style, tone and register through the fundamental skills of vocabulary, punctuation, spelling and grammar.

### Curriculum Implementation – What will my child will be learning?

Term 1	Half Term 1	GCSE Language Paper 2 Non-Fiction (Section A Reading)
	Half Term 2	<i>An Inspector Calls</i> J.B. Priestley
Term 2	Half Term 3	BIG IDEAS using poetry within the Power & Conflict Anthology to inspire Non-Fiction creative writing leading in to the Spoken Language assessment
	Half Term 4	<i>Macbeth</i> William Shakespeare
Term 3	Half Term 5	Power & Conflict Poetry – focus war poems
	Half Term 6	Unseen Poetry and revision for end of year assessments

### Curriculum Impact – How will progress be assessed as I learn?



Useful study resources	If a student is really passionate about this subject...	As a parent/carer, I can assist my child in this subject by:
<p><u>GCSE Study and Revision Guides</u> (York Notes, CGP): An Inspector Calls Macbeth AQA Power &amp; Conflict Anthology (Poetry) GCSE AQA English Language Paper 2 Non-Fiction</p> <p>BBC Bitesize website</p> <p>Sparknotes</p>	<p>Exploring the Literature canon through the British Library</p> <p>Watching productions from the National Theatre and Shakespeare’s Globe Theatre</p> <p>Wider reading of texts from the Literature canon</p> <p>Entering of writing competitions both within Plume Academy and outside</p> <p>Reading widely about Shakespeare’s times and reading his other works, especially tragedies such as: Hamlet, Othello, King Lear, Julius Caesar</p>	<p>Watching productions and discussing them with your child</p> <p>Engaging with the reading they are doing. For example, about key characters and plot lines. Encouraging use of the LAIC to aid with homework and extended reading</p>
<p>Classwork will be assessed and feedback given regularly by teachers: both verbally and in written form. This feedback will focus on skills, and will lead into the longer formal assessment opportunities through the rest of the course.</p> <p>Students will be set half termly formal assessments in exam conditions on the work studied that term. This will be alongside teacher assessed class work and homework.</p>		

### Super-Curricular Opportunities – Support and Extending Learning

#### Reading List

*Why I am no longer talking to white people about race* - Reni Eddo-Lodge

*Yes she can* – Molly Dillon

*Questions I Am Asked About The Holocaust* – Heidi Fried

*Hamnet* – Maggie O’Farrell

*Mythos* – Steven Fry

*Great Greek Myths* - Redmond, Diane