



Year 10 English – Dr Jekyll and Mr Hyde



Learning about this topic is important because: It highlights the similarities and differences between Victorian society and modern day. A lot of the key themes, such as reputation, are still prevalent and therefore you must understand that this novel is timeless. It is also important to explore novels of different genres and be able to make connections between them.

This builds on: Your study of novels in Key Stage Three, specifically *We Have Always Lived in the Castle* (Year 9). You will build on your ability to analyse both extracts, and an entire novel. You will be able to confidently discuss key characters and themes across an entire text and how they develop or change. This also may utilise your 19th century context knowledge from the non-fiction comprehension component (Y10 Autumn 2)

This leads to: Being confident in your analysis of a range of different texts – Once you can successfully analyse this novella, you can continue to apply these skills to plays and poetry across the Literature GCSE.

We will learn:

To scrutinise the societal conventions of Victorian England
How to apply relevant contextual factors to enhance our reading of the text
How to consider the authorial intention of a text and how this can be conveyed

We will develop/practise skills including:

Tracking and finding key information
Close analysis of key language and techniques
Exploration of themes
Writing structured extended answers
Making connections between features in the novella

Some of the vocabulary that we will use includes:

Victorian
Stereotype
Atavism
Darwinism
Allusion
Antithesis
Narrative Perspective
Pathetic Fallacy
Foreshadowing
Symbolism

You could learn more about this topic by:



Exploring contextual factors such as Darwinism: [Post Darwin: social Darwinism, degeneration, eugenics | The British Library \(bl.uk\)](#)

Exploring the Gothic: [Gothic fiction in the Victorian fin de siècle: mutating bodies and disturbed minds | The British Library \(bl.uk\)](#)

Reading texts with similar themes or contexts: *Heart of Darkness* by Joseph Conrad, *Herland* by Charlotte Perkins Gilman, *Dracula* by Bram Stoker, *Frankenstein* by Mary Shelley, *The Island of Dr Moreau* by HG Wells

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- Context Quiz
- An essay on a central theme from the novella



Year 10 English – Spoken Language



Learning about this topic is important because: Being able to conduct independent research, prepare presentations and articulate your ideas in standard English are essential skills you will need either in higher education or the workplace (including in scientific and technical careers). As well as constituting the Spoken Language component for your GCSE English Language, developing your own interests and discussing them in an informed and sensitive way will make you a more rounded, mature and confident person. Communication skills are one of the ways English is vital for everyday life, helping you to listen and interact with your peers whilst building your own cultural knowledge.

This builds on: Year 9 The Danger of a Single Story (articulating personal opinions and conducting independent research); Year 8 The Apprentice (developing a presentation, using standard English in a formal setting, listening and responding to questions); Year 7 The Village (using standard English, speaking and listening in a public setting).

This leads to: A-Level English Language (development of standard English versus language variation; conducting independent research; preparing and performing presentations), A-Level English Literature (conducting independent research and developing an informed personal opinion). Communication, presentation and research skills which are vital to a broad range of university courses and careers.

We will learn:

- Standard English.
- Independent research.
- Forms of presentation including speeches, debates, dialogues and talks.
- Listening and responding to verbal information.

We will develop/practise skills including:

- Using standard English in a formal setting.
- Conducting independent research into a chosen topic.
- Writing a presentation to be performed aloud.
- Communication skills including speaking and listening, formulating questions and responding to feedback.

Some of the vocabulary that we will use includes:

- Standard English
- Audience
- Persuasion
- Research
- Debate
- Speech
- Dialogue

You could learn more about this topic by: watching presentations by professional speakers on Youtube:



Chimamanda Ngozi Adiche 'We should all be feminists':

https://www.youtube.com/watch?v=hg3umXU_qWc

Top 10 Oscars speeches: <https://www.youtube.com/watch?v=cbyvgVKQEiM>

Andy Burnham MP, speech to the house of commons on the findings of the Hillsborough disaster inquiry: <https://www.youtube.com/watch?v=rQr15ivhLYU>

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- A talk delivered in standard English on a topic of your choice, with questions from your peers and teacher.



Year 10 English – Spoken Language



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Year 10 English – Poetry Anthology



Learning about this topic is important because: Poetry has and continues to be one of the most important literary art forms in human history, informing conversations about human nature across different cultures and time periods. The Eduqas poetry anthology will introduce you to some of the most important poets and poems in the language, including some familiar names and a more diverse range of voices than you will have read at KS3. The poetry anthology represents 20% of your overall GCSE in English Literature.

This builds on: Year 7 poetry anthology (identity), Year 8 poetry anthology (family)) Unseen poetry (Year 9), Unseen Poetry (Year 10)

This leads to: A-Level English Literature (Philip Larkin – The Whitsun Weddings, Carol Ann Duffy – Meantime).

We will learn:

- The poetic forms and genres used by writers to create meaning, including the sonnet, lyric, dramatic monologue.
- The features of language, form and structure which create and develop meaning.
- The influence of literary and historical context on the writing and reading of poetry,
- The lives and biographies of poets, which may influence our understanding of their work.

We will develop/practise skills including:

- (AO1) Understanding ideas and meanings informed by relevant evidence from the text.
- (AO2) Analysing how language, form and structure shape and develop meanings in texts.
- (AO3) Linking our understanding of meanings and ideas with the influence of context.
- (AO4) Comparing and contrasting how meaning is shaped by language, form and structure across different poems.



Some of the vocabulary that we will use includes:

- Romanticism
- Contemporary vs Modern audience
- Form
- Sonnet
- Authorial Intention
- Contextual Factors
- Language of Comparison

You could learn more about this topic by:

- Engage more broadly with poetry by reading different topics, styles or forms by accessing [Poem of the Day | The Poetry Foundation](#)
- Reading the wider collections of our named poets.
- Engaging with poets wider works e.g. the comic books of Eve Ewing or the plays/novels by Jackie Kay.

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- Notes and annotations in your anthology.
- Formative writing and analysis of individual poems.
- Comparative writing and analysis of two poems.



Year 10 English – Poetry Anthology



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Year 10 English – Romeo and Juliet



Learning about this topic is important because: It will further their study of Shakespeare's work, specifically looking at his most popular and significant plays. Students will engage with key themes within the play such as familial obligation, revenge, love and loss and hopefully understand that the most successful literary texts are often those that transcend time period and are relatable to their audience.

This builds on: Year 9 study of *Macbeth* – understanding of how to approach a drama text, analysis of dramatic devices and wider knowledge of Shakespeare's plays and context. Similarly, Year 8's looked at the function of a central character in *The Tempest*.

This leads to: Further analysis of dramatic texts – *An Inspector Calls* (Year 11 Autumn). Students will be able to make clear connections but also see the difference between *Romeo and Juliet* and a more modern, domestic play.

We will learn:

- The plot of *Romeo and Juliet* (narrative)
- The characteristics and motivations of our central characters
- The relationships between characters and how they evolve
- How to consider the authorial intention of a text and how this is conveyed
- How to respond to a range of question styles.

We will develop/practise skills including:

- Tracking and finding key information
- Close analysis of key language and techniques
- Analysis of the role and function of central characters
- Exploration of key themes
- Writing structured extended answers
- Making connections across a text

Some of the vocabulary that we will use includes:

- Tragedy
- Prologue
- Chorus
- Sonnet
- Dramatic Irony
- Fate
- Patriarchy

You could learn more about this topic by:

- Accessing the Digital Theatre+ resources that include key articles, interviews with performers and directors and close analysis of key scenes.
- Watching one, or more, production of *Romeo and Juliet* to evaluate dramatic devices.
- Engage with other Shakespeare texts such as: *Much Ado About Nothing*, *Othello* and *A Midsummer Night's Dream*.



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- Written response to a given extract question
- A group presentation on a central character
- Essay response discussing a key theme within the play



Year 10 English – Romeo and Juliet



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Year 10 English – Non-Fiction Comprehension



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Year 10 English – Non-Fiction Comprehension



Learning about this topic is important because: It allows students to evaluate the similarities and differences between modern day and the 19th century texts. Students have the opportunity to learn about a wide range of social and cultural topics and explore a range of written forms such as articles, extracts, letters, diary entries etc and see their use in the real world.

This builds on: Students study of a number of transactional writing pieces such as letters, newspaper articles, speeches etc across KS3, students confidence using a range of sources to access wider information (Year 9 – Danger of a Single Story).

This leads to: Students contextual knowledge of 19th century England for their novel study in Y10 Spring. Comprehension skills, including analysis and evaluation, in Year 11 Autumn.

We will learn:

- How to read with speed and purpose
- How respond to a range of comprehension questions assessing a range of skills (see right)
- How to make a range of inferences about two texts
- How to use relevant evidence to support inferences
- How to utilise the breadth of a text to develop inferences

We will develop/practise skills including:

- Skimming and scanning a text
- Finding and retrieving information
- Synthesising information from different texts
- Comparing texts by looking at language and structure
- Writing in timed conditions

Some of the vocabulary that we will use includes:

- Retrieval
- Analysis
- Evaluate
- Structure
- Synthesise
- Compare
- Breadth

You could learn more about this topic by:

- Reading everyday non-fiction sources such as newspapers – these could be physical or virtual e.g. The Telegraph, The Independent, The Times, The Wirral Globe, The Daily Mail
- Practice and wider reading: [Non-fiction texts - Non-fiction text types - Eduqas - GCSE English Language Revision - Eduqas - BBC Bitesize](#)
- [How to analyse an extract - Responding to a non-fiction text - Eduqas - GCSE English Language Revision - Eduqas - BBC Bitesize](#)



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

You will complete at least 2 of every question from the comprehensions



Year 10 English – Non-Fiction Comprehension



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You will complete one full non-fiction comprehension to time.



Year 10 English – A Christmas Carol



Learning about this topic is important because: It highlights the similarities and differences between Victorian society and modern day. A lot of the key themes, such as reputation, class and forgiveness are still prevalent and therefore you must understand that this novel is timeless. It is also important to explore novels of different genres and be able to make connections between them.

This builds on: Your study of novels in Key Stage Three, specifically *We Have Always Lived in the Castle* (Year 9). You will build on your ability to analyse both extracts, and an entire novel. You will be able to confidently discuss key characters and themes across an entire text and how they develop or change. This also may utilise your 19th century context knowledge from the non-fiction comprehension component (Y10 Autumn 2)

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We will learn:

To scrutinise the societal conventions of Victorian England
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How to consider the authorial intention of a text and how this can be conveyed

We will develop/practise skills including:

Tracking and finding key information
Close analysis of key language and techniques
Exploration of themes
Writing structured extended answers
Making connections between features in the novella

Some of the vocabulary that we will use includes:

Victorian
Stereotype
Allusion
Antithesis
Narrative Perspective
Foreshadowing
Symbolism
Dramatic Irony
Satire
Capitalism
Philanthropy

You could learn more about this topic by:



Exploring contextual factors: [The Condition of England novel | The British Library \(bl.uk\)](#), [Child labour | The British Library \(bl.uk\)](#), [Ragged Schools | The British Library \(bl.uk\)](#)

Exploring the authorial intention: [Why Charles Dickens Wrote 'A Christmas Carol' | Smart News | Smithsonian Magazine](#), [How did A Christmas Carol come to be? - BBC Culture](#)

Listen: [BBC Radio 4 - In Our Time, A Christmas Carol](#)

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- Context Quiz
- An essay on a central theme from the novella



Year 10 English – *A Christmas Carol*



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