

# Year 10 English Learning Outcomes

## Unit 1: Mastery of Explorations in Creative Writing

- Intent: To further develop the appreciation of fiction and non-fiction texts through the prism of the urban and rural setting divide. Learning to see the symbolism and contextual development of setting as a mirror to society and its values.
- Conventions of the Language exam: Question types and formats, timings, use of keywords, use of extracts, annotating, features of post-1900 fiction, retrieval skills, effect of language, effect of structure, evaluate the writer's methods. Synthesizing skills, comparative skills, conventions of a description, conventions of a narrative, genres- detective noir, bildungsroman, pastoral, thriller, travelogue.
- Understanding of textual issues such as setting, symbolism, characterisation, genre, stereotypes, archetypes, feminism, Marxism, post-colonialism, Plato's allegory of the cave.
- Use of symbolism such as phallic, yonic, biblical, childbirth, buildings, skyscrapers, guns, suits, light and shade, darkness, labyrinths, pathetic fallacy, tribesman.
- Use of characters such as protagonists, antagonists, anti-heroes, damsel in distress, someone out of place, knight in shining armour, noir detective, modern detective.
- Understanding how to write clear responses to retrieval questions, clear analysis of language, clear analysis of structure, clear evaluation of the text using the methods employed by the writer.

## Unit 2: Mastery of Literature – Lord of the Flies

- Intent: To use all their knowledge and understanding gained from the curriculum so far to fully explore the layers of meaning in LOF and build upon their study of the other texts to see how great literature speaks to universal themes and not only reflects the zeitgeist of their time of writing but echoes down the ages.
- Conventions of genre post-modernism, bildungsroman, legacy of Treasure Island, The Coral Island and Swallows and Amazons, magical realism, boys' own adventures, 3rd person narrator.
- Contextual ideas of Christianity, WW2, holocaust, existential angst, feminism, Marxism, post-colonialism, ecocriticism, British Empire and its decline, Freudian theory, Plato's allegory of the cave, the cold war, opium of the masses, the fall of man.
- Understanding of textual issues such as using setting to create and shape atmosphere, passage of time, importance of names, use of Coral Island names, Piggy's name, Simon's biblical name, the increasing barbarity as shown through the deaths and the use of stones and sticks. Democracy, dictatorship, civilisation, fear and superstition, chaos and order, violence.
- Writer's use of archetypes, the island setting, lack of the speaker identified in speech, formal spoken English, chapter titles.

- Use of symbolism such as the snake-clasp belt, the conch and its yonic power, phallic symbols, the fire, the knife, the message from above, the mountain, the uniform, pulling their socks up, their hair, the stick sharpened at both ends, female figures, the fruit, defecating, the beast, the pig's head, glasses.
- Use of characters such as Piggy the victim, Simon the prophet, Jack the dictator, Roger the sadist, Ralph the liberal, Samneric the homogeneous public, Percival the scared masses, birthmark boy as the failings of society, naval officer as the saviour, Parachutist as reality.
- Understanding how to write a focused literature essay without an extract, use of keywords, use of a triplet to establish a wide range of ideas, biblical and modern quotes to support views, use of various aspects of text to show change, use of Golding (author's name) to show understanding of his craft, relating to modern issues as well as contextual ones, discussion of previous children's literature to show his ideas.

### Unit 3: Mastery of Non-fiction Writing and Spoken Language

- Intent: To develop the confidence and skills needed to present confidently a range of viewpoints in written and spoken form. BY using their knowledge of persuasive techniques and rhetoric from previous areas of the curriculum they will be confident and able to argue and debate on any issue with skill and surety.
- Conventions of genre: article- headings, straplines, captions, sub-headings, letters - addresses, salutations, speech – greeting, sign off, essay – introduction and conclusion, leaflet – headings, sub-headings, captions. Standard English and formal grammar for all types. Use of discourse markers and not using contractions.
- Relevant ideas about: current affairs, balanced arguments, using statistics, fact and opinions, use of pronouns I, we, you.
- Understanding of textual issues such as changing the tone through language, irony, scare-mongering, inflammatory rhetoric.
- Writers' use of and students' use of ellipsis, rhetorical questions, anaphora, chiasmus, pathos, alliteration, meiosis, apophasis, hyperbole, anadiplosis, dialogismus, eutrepismus, hypophora, expedito, antiphrasis, asterismos, sentence length for effect, statistics.
- Use of symbolism/wordplay for effect. Allegory, idioms, archetypes, cliché.
- Understanding how to write a successful non-fiction article that uses a triplet that addresses the keywords in the question, engages the reader through interesting vocabulary and grammatical constrictions, varied vocabulary and precise punctuation to aid meaning. Use of rhetorical devices to engage the reader.
- Understanding how to present a speech using Standard English, clear rhetorical devices and engaging use of voice. Answer questions in a clear and considered way.

### Unit 4: Development of Literature (Poetry Study)

- Intent: To utilise the knowledge and love for language and literature so far to understand the poetry and appreciate the development of the poetic form across time as conventions and context change.
- Conventions of genre: poetry forms such as sonnets, lyrics, narrative poems, ballads, use of rhyme, perspective.
- Contextual ideas of Romanticism, the French Revolution, C19th class struggles, rural idyll, role of art and paintings in middle ages/renaissance/British Empire, Crimean war, WW1, mechanised industrial warfare, The Ulster Troubles, modernism, revisionism, The Iraq war

and PTSD, remembrance and the armistice, sensationalism in newspapers, Cambodia and Pol Pot, Vietnam – Napalm, Kim Phuc, Indian Partition, Asian immigration to the UK, Migration, globalisation, Toussaint L'Ouverture, Mary Seacole, Shaka Zulu, Nanny Maroon, Kamikaze pilots, Japanese code of honour.

- Understanding of textual issues such as changing the tone through language, synaesthesia, imagery, euphemism, flashbacks, childlike structure, irony, hubris.
- Writers' use of metaphor, simile, alliteration, onomatopoeia, personification, in media res, enjambment, caesura, ellipsis, repetition, rhyme, anaphora.
- Use of symbolism such as deserts, mountains, guns, paintings, curtains, manacles, palaces, barbed wire, lack of trees, memory, blood, poppies, napalm, birth certificates, passports, corner shops, bunting.
- Understanding how to write a successful poetry essay that uses the poets' name(s), a triplet that addresses the keywords in the question, uses short words or phrases to support points, addresses the intended/original effect and modern interpretations, use of multiple words to support one point, discussion of writer's craft.
- Understanding how to write a successful comparative essay using discursive markers and comparative points, choosing appropriate poems that enable an interesting comparison.

## Unit 5: Development of Literature (Unseen Poetry Skills)

- Intent: To use the knowledge and understanding of the poetic form to show the confidence to analyse and evaluate unseen poetry using a deep insight into how language is used to construct meaning and shape attitudes.
- Conventions of genre: poetry forms such as sonnets, lyrics, narrative poems, ballads, use of rhyme, perspective.
- Contextual ideas of how poetry has changed over time, development of the sonnet, rhyme, abstract concepts, concrete ideas of individual moments, the movement from exploring the big ideas and metaphysical ideas of measuring the unmeasurable to modern psychological ideas of the moment and real-life experience. Concepts of age and youth.
- Understanding of textual issues such as changing the tone through language, synaesthesia, imagery, euphemism, flashbacks, childlike structure, irony, hubris.
- Writers' use of metaphor, simile, alliteration, onomatopoeia, personification, in media res, enjambment, caesura, ellipsis, repetition, rhyme, anaphora.
- Use of symbolism such as deserts, mountains, guns, paintings, curtains, manacles, palaces, barbed wire, lack of trees, memory, blood, poppies, napalm, birth certificates, passports, corner shops, bunting.
- Understanding how to write a successful poetry essay that uses the poets' name(s), a triplet that addresses the keywords in the question, uses short words or phrases to support points, addresses the intended/original effect and modern interpretations, use of multiple words to support one point, discussion of writer's craft.
- Understanding how to write a successful comparative essay using discursive markers and comparative points, choosing appropriate poems that enable an interesting comparison. Comparing the methods.

## Unit 6: Advanced Introduction of Literature (Shakespeare, The Gothic and Jacobean Drama)

- Intent to embrace the power of Shakespeare's ideas by studying the play through the prism of universal ideas and human frailty. Students will bring all their knowledge and understanding gained through the curriculum of Shakespeare, drama, language and thematic patterns.
- Conventions of genre: the gothic and its roots in Macbeth, transgression and its gothic tradition, brutality and the lust for power isolation and the torture of the mind, the occult, Shakespearian tragedy, equivocation.
- Contextual ideas of religion and the tumultuous effect of the reformation, the chain of being and supernatural, heaven and hell, the changing role of confession, original sin, purgatory, post-colonial ideas of Scotland as other, Marxist and Chomskian ideas of hierarchies, Feminist ideas of the passivity of women, King James his bible and Daemonologie, The Gunpowder plot, political assassination as a statement, heirs and the royal bloodline, Scottish clans and role of familial succession as opposed to shared power and parallels to Italian families and the Catholic church, nurse maids and breast feeding, bears.
- Understanding of textual issues such as themes: guilt, fate and free will, appearance and reality, violence, supernatural, marriage, kingship, divine right, ambition, masculinity.
- Writer's use of dramatic devices: in media res, soliloquy, dramatic irony, the ghost and dagger, introduction of characters through others' opinions, juxtaposition, pathetic fallacy, hyperbole, blank verse.
- Use of symbolism such as blood, water, crowns, castles, children, daggers and swords, childbirth.
- Use of characters such as Banquo/Macduff as a parallel to Macbeth – different ambitions and concepts of loyalty. Different fates echoing Shakespeare's messages. Lady Macbeth as strong woman, supportive wife, not being able to produce an heir, the fourth witch. Duncan as a weak ruler. Witches as non-members of the Chain of being. Ross as typical noble playing the system in a post-reformation world. Macduff as puppet of the hierarchy.
- Understanding how to write a successful Macbeth essay by using: writer's name, triplet to explore key ideas and establish answer focus, using different productions to explore different interpretations referral to question key words throughout the answer, focusing on writer's intended and actual message, use of integrated quotes, use of idioms to express ideas, argument related to current affairs to illustrate relevancy.

## Year 11 English Learning Outcomes

### Unit 1: Mastery of Literature (Shakespeare, The Gothic and Jacobean Drama)

- Intent: To finish their study of Macbeth building on the work done throughout the curriculum, drawing in their knowledge of Shakespearian drama, dramatic irony and soliloquys to understand how Macbeth is a deep psychological study of human failings framed by a world having an existential crisis about power and leadership.

- Conventions of genre: the gothic and its roots in Macbeth, transgression and its gothic tradition, brutality and the lust for power isolation and the torture of the mind, the occult, Shakespearian tragedy, equivocation.
- Contextual ideas of religion and the tumultuous effect of the reformation, the chain of being and supernatural, heaven and hell, the changing role of confession, original sin, purgatory, post-colonial ideas of Scotland as other, Marxist and Chomskian ideas of hierarchies, Feminist ideas of the passivity of women, King James his bible and Daemonologie, The Gunpowder plot, political assassination as a statement, heirs and the royal bloodline, Scottish clans and role of familial succession as opposed to shared power and parallels to Italian families and the Catholic church, nurse maids and breast feeding, bears.
- Understanding of textual issues such as themes: guilt, fate and free will, appearance and reality, violence, supernatural, marriage, kingship, divine right, ambition, masculinity.
- Writer's use of dramatic devices: in media res, soliloquy, dramatic irony, the ghost and dagger, introduction of characters through others' opinions, juxtaposition, pathetic fallacy, hyperbole, blank verse.
- Use of symbolism such as blood, water, crowns, castles, children, daggers and swords, childbirth.
- Use of characters such as Banquo/Macduff as a parallel to Macbeth – different ambitions and concepts of loyalty. Different fates echoing Shakespeare's messages. Lady Macbeth as strong woman, supportive wife, not being able to produce an heir, the fourth witch. Duncan as a weak ruler. Witches as non-members of the Chain of being. Ross as typical noble playing the system in a post-reformation world. Macduff as puppet of the hierarchy.
- Understanding how to write a successful Macbeth essay by using: writer's name, triplet to explore key ideas and establish answer focus, using different productions to explore different interpretations referral to question key words throughout the answer, focusing on writer's intended and actual message, use of integrated quotes, use of idioms to express ideas, argument related to current affairs to illustrate relevancy.

## Unit 2: Development of Literature – The Strange Case of Dr Jekyll and Mr Hyde

- Intent: To use the knowledge of C19th literature, the gothic and epistolary forms from earlier in the curriculum to appreciate the seminal place of Stevenson's book in the canon. To use the passion and love of literature developed so far to embrace the importance of the novel and its message.
- Conventions of genre the gothic, epistolary novel, detective fiction, 3rd person narrative.
- Contextual ideas of Darwinism, Evolution, physiognomy, C19th social inequality, urbanisation, Grenfell tower, chemistry and the rise of science, Freudian theories of the id and the superego, science and industry, duality, original sin, Victorian gentlemen, passivity in feminine roles, Marxism, feminism, post-colonial criticism, ecocriticism. Hogarth's gin alley.
- Understanding of textual issues such as reported speech, epistolary form, shifts in time, pathetic fallacy, use of setting, witness statements.
- Writer's use of simile, metaphor, the weather, pathetic fallacy, passive women, lawyer-client relationship, time.
- Use of symbolism such as the windows, the doors, Hyde's appearance, the moon, the cane, the back-passage, the laboratory (hidden away), letters, wills, wine, gin.

- Use of characters such as the respectable narrator, the gossipy confidante, the belligerent Victorian gentleman, the passive female x2, the loyal manservant.
- Understanding how to write clear responses to focused questions on language, structure, evaluation, writing a literature response using the keywords, a triplet to establish ideas, integrated quotes, explaining points clearly and then explaining again.

## Unit 2: Mastery of Literature – Lord of the Flies

- Intent: To use all their knowledge and understanding gained from the curriculum so far to fully explore the layers of meaning in LOF and build upon their study of the other texts to see how great literature speaks to universal themes and not only reflects the zeitgeist of their time of writing but echoes down the ages.
- Conventions of genre post-modernism, bildungsroman, legacy of Treasure Island, The Coral Island and Swallows and Amazons, magical realism, boys' own adventures, 3rd person narrator.
- Contextual ideas of Christianity, WW2, holocaust, existential angst, feminism, Marxism, post-colonialism, ecocriticism, British Empire and its decline, Freudian theory, Plato's allegory of the cave, the cold war, opium of the masses, the fall of man.
- Understanding of textual issues such as using setting to create and shape atmosphere, passage of time, importance of names, use of Coral Island names, Piggy's name, Simon's biblical name, the increasing barbarity as shown through the deaths and the use of stones and sticks. Democracy, dictatorship, civilisation, fear and superstition, chaos and order, violence.
- Writer's use of archetypes, the island setting, lack of the speaker identified in speech, formal spoken English, chapter titles.
- Use of symbolism such as the snake-clasp belt, the conch and its yonic power, phallic symbols, the fire, the knife, the message from above, the mountain, the uniform, pulling their socks up, their hair, the stick sharpened at both ends, female figures, the fruit, defecating, the beast, the pig's head, glasses.
- Use of characters such as Piggy the victim, Simon the prophet, Jack the dictator, Roger the sadist, Ralph the liberal, Samneric the homogeneous public, Percival the scared masses, birthmark boy as the failings of society, naval officer as the saviour, Parachutist as reality.
- Understanding how to write a focused literature essay without an extract, use of keywords, use of a triplet to establish a wide range of ideas, biblical and modern quotes to support views, use of various aspects of text to show change, use of Golding (author's name) to show understanding of his craft, relating to modern issues as well as contextual ones, discussion of previous children's' literature to show his ideas.

## Unit 3: Pre-Mock Revision of Language and Literature Exam Skills

- Intent: To draw together all the learning from the past 5 years and tackle GCSE exam questions with confidence and use their knowledge of good writing to inform their own writing.
- Conventions of the Language exam: question types and formats, timings, use of keywords, use of extracts, annotating, features of post-1900 fiction, features of C19th non-fiction literature, features of C20th non-fiction literature, retrieval skills, effect of language, effect of structure, evaluate the writer's methods. Synthesizing skills, comparative skills,

conventions of a description, conventions of a narrative, conventions of a leaflet, essay, letter, speech, article.

- Conventions of the Literature exam: question types and formats, timings, use of keywords, use of extracts, annotating, Shakespeare's dramatic techniques, Jekyll and Hyde's epistolary style, LOF's post-modern style, choosing the right poem for comparison, unseen poetry analysis.
- Contextual ideas of power, ambition, Jacobean right of succession, Jacobean politics, Darwinian theory, original sin, WW2, the banality of evil, dictatorships, Romanticism, the French Revolution, C19th class struggles, rural idyll, role of art and paintings in middle ages/renaissance/British Empire, Crimean war, WW1, mechanised industrial warfare, The Ulster Troubles, modernism, revisionism, The Iraq war and PTSD, remembrance and the armistice, sensationalism in newspapers, Cambodia and Pol Pot, Vietnam – Napalm, Kim Phuc, Indian Partition, Asian immigration to the UK, Migration, globalisation, Toussaint L'Ouverture, Mary Seacole, Shaka Zulu, Nanny Maroon, Kamikaze pilots, Japanese code of honour. Exceptionalism of the Victorians, Freudian id theory, Plato's allegory, Marxism and feminism.
- Understanding of textual issues such as how a writer shapes their meaning, differences between texts, how viewpoints differ from perspectives.
- Writer's use of words, allusions, symbolism.
- Understanding how to write clear focused essays that answer the question, makes interesting points, uses quotations, refers to multiple bits of evidence in each point.

#### Unit 4: Mastery of Literature (Poetry Study)

- Intent: To draw together knowledge and understanding of poetry techniques and how language works to create meaning. Whilst learning to tackle exam questions and learning how to write a fluent and cogent analytical essay.
- Conventions of genre: poetry forms such as sonnets, lyrics, narrative poems, ballads, use of rhyme, perspective.
- Contextual ideas of Romanticism, the French Revolution, C19th class struggles, rural idyll, role of art and paintings in middle ages/renaissance/British Empire, Crimean war, WW1, mechanised industrial warfare, The Ulster Troubles, modernism, revisionism, The Iraq war and PTSD, remembrance and the armistice, sensationalism in newspapers, Cambodia and Pol Pot, Vietnam – Napalm, Kim Phuc, Indian Partition, Asian immigration to the UK, Migration, globalisation, Toussaint L'Ouverture, Mary Seacole, Shaka Zulu, Nanny Maroon, Kamikaze pilots, Japanese code of honour.
- Understanding of textual issues such as changing the tone through language, synaesthesia, imagery, euphemism, flashbacks, childlike structure, irony, hubris.
- Writers' use of metaphor, simile, alliteration, onomatopoeia, personification, in media res, enjambment, caesura, ellipsis, repetition, rhyme, anaphora.
- Use of symbolism such as deserts, mountains, guns, paintings, curtains, manacles, palaces, barbed wire, lack of trees, memory, blood, poppies, napalm, birth certificates, passports, corner shops, bunting.
- Understanding how to write a successful poetry essay that uses the poets' name(s), a triplet that addresses the keywords in the question, uses short words or phrases to support points, addresses the intended/original effect and modern interpretations, use of multiple words to support one point, discussion of writer's craft.

- Understanding how to write a successful comparative essay using discursive markers and comparative points, choosing appropriate poems that enable an interesting comparison.

## Unit 5: Revision of Language and Literature Exam Skills

- Intent: To draw together all the learning from the past 5 years and tackle GCSE exam questions with confidence and use their knowledge of good writing to inform their own writing.
- Conventions of the Language exam: question types and formats, timings, use of keywords, use of extracts, annotating, features of post-1900 fiction, features of C19th non-fiction literature, features of C20th non-fiction literature, retrieval skills, effect of language, effect of structure, evaluate the writer's methods. Synthesizing skills, comparative skills, conventions of a description, conventions of a narrative, conventions of a leaflet, essay, letter, speech, article.
- Conventions of the Literature exam: question types and formats, timings, use of keywords, use of extracts, annotating, Shakespeare's dramatic techniques, Jekyll and Hyde's epistolary style, LOF's post-modern style, choosing the right poem for comparison, unseen poetry analysis.
- Contextual ideas of power, ambition, Jacobean right of succession, Jacobean politics, Darwinian theory, original sin, WW2, the banality of evil, dictatorships, Romanticism, the French Revolution, C19th class struggles, rural idyll, role of art and paintings in middle ages/renaissance/British Empire, Crimean war, WW1, mechanised industrial warfare, The Ulster Troubles, modernism, revisionism, The Iraq war and PTSD, remembrance and the armistice, sensationalism in newspapers, Cambodia and Pol Pot, Vietnam – Napalm, Kim Phuc, Indian Partition, Asian immigration to the UK, Migration, globalisation, Toussaint L'Ouverture, Mary Seacole, Shaka Zulu, Nanny Maroon, Kamikaze pilots, Japanese code of honour. Exceptionalism of the Victorians, Freudian id theory, Plato's allegory, Marxism and feminism.
- Understanding of textual issues such as how a writer shapes their meaning, differences between texts, how viewpoints differ from perspectives.
- Writer's use of words, allusions, symbolism.
- Understanding how to write clear focused essays that answer the question, makes interesting points, uses quotations, refers to multiple bits of evidence in each point.