

# Y10 ENGLISH



## ENGLISH AT YARDLEYS

**INTENT:** English has the ability to greatly enrich and transform lives: it helps students to express themselves, communicate accurately and interrogate information critically, allowing them to not only understand the world around them, but also to confidently and effectively contribute to it. Subsequently, in the English Department, our students journey on a progressive, knowledge-led curriculum based on the conceptual frameworks of identity, power and conflict, because we believe that these schemas can help students to broaden and deepen their knowledge, not only for success at GCSE, but more importantly, for their development as individuals that will outlast the classroom, English lessons or their time with us at Yardleys. Yes, we want them to make sense of the texts that they study, but also to use those texts (and the subject as a whole) to make sense of, add value to and advance their lives, since it is this “powerful knowledge” that has the emancipatory potential to take them beyond their present experiences, situations and communities.

## KS3 ENGLISH AT YARDLEYS

Year 10 is an opportunity for students to further deepen and apply their knowledge and understanding of identity, power and conflict to the Literature they read and the lives they lead.

## Year 10 - CONFLICT

	'Frankenstein'	'Romeo and Juliet'	'Animal Farm' & Speaking and Listening	Conflict Poetry Anthology (Comparison) & Comparing Non-Fiction
<b>SUBSTANTIVE KNOWLEDGE</b>	How and to what extent does a compromised morality lead to conflict for each of the protagonists in the novel? To what extent does each protagonist have control over the conflict they are drawn into?	What is a stronger driving force for conflict in the play: love or hatred? To what extent do characters control the conflict they are drawn into? To what extent is conflict always negative?	To what extent is conflict an inherent part of human nature and society?	Explicit teaching of poems in pairs, building on both the knowledge and links from Yr9.  What are the impacts of conflict? What lessons can we learn from previous conflicts?
<b>DISCIPLINARY KNOWLEDGE (primary focus in capitals)</b>	<ul style="list-style-type: none"> <li>Reading for meaning</li> <li>WHOLE TEXT analysis and evaluation</li> <li>LANGUAGE AND STRUCTURE analysis</li> <li>Understanding writers' intentions</li> </ul>	<ul style="list-style-type: none"> <li>Reading for meaning.</li> <li>LANGUAGE AND STRUCTURE analysis</li> <li>WHOLE TEXT analysis and evaluation</li> <li>Understanding writers' intentions and contextual influences</li> </ul>	<ul style="list-style-type: none"> <li>Reading for meaning</li> <li>WHOLE TEXT analysis and evaluation</li> <li>Understanding writers' intentions and contextual influences</li> <li>Writing (and speaking) for accuracy, purpose and effect</li> </ul>	<ul style="list-style-type: none"> <li>LANGUAGE AND STRUCTURE analysis;</li> <li>Understanding writers' intentions and contextual influences</li> <li>COMPARING writers' intentions and writing.</li> </ul>

We aim to provide students with a curriculum that educates the whole child, creating responsible and respectful citizens. Through the development of substantive and disciplinary knowledge students are given the tools that allow them to achieve excellence and be ready for life.