



## Year 10 English - Scope and Sequence 2015

Unit	Time	Recommended Text/s	Overview	Outcomes	Assessment
<b>Perspectives of Youth</b>	<b>Term One</b>	<ul style="list-style-type: none"> <li>• <i>Raw (extract)</i></li> <li>• <i>Freedom Writers – film (extract)</i></li> <li>• <i>Newspaper front page “Playing with Fire”</i></li> <li>• <i>Lyrics “Change is Gonna Come”</i></li> <li>• <i>Riding the Black Cockatoo</i></li> <li>• <i>By the River</i> (poetry prose)</li> <li>• <i>Destroying Avalon</i></li> </ul>	<ul style="list-style-type: none"> <li>• The focus of this unit is for students to explore how perspectives of youth are represented within and among texts. They will identify and analyse the aspects of texts which shape a perception of youth.</li> <li>• Students will integrate their own background and experiences to develop an awareness of historical, societal, cultural and geographical context. They will transfer this understanding in their appreciation and analysis of the core texts so that they can project a sense of their place in the world.</li> </ul>	EN5-3B EN5-4B EN5-7D	<b>Class Forum</b> - Students will participate (orally and in reflective written form) in a class based forum in which they respond to a range of questions and stimulus texts related to the module concepts and texts.
<b>Power Play</b>	<b>Term Two</b>	<ul style="list-style-type: none"> <li>• <i>Macbeth (Polanski + BBC 2010)</i></li> <li>• <i>King Lear - extracts</i></li> <li>• <i>Julius Caesar - extracts</i></li> <li>• <i>I Am Powerful – CARE campaign</i></li> <li>• <i>Bully – Luenig cartoon</i></li> <li>• <i>The Unknown Rebel - image</i></li> <li>• <i>The Power of One – film</i></li> <li>• <i>Dead Poet’s Society – film</i></li> <li>• <i>The Arrival – picture book</i></li> </ul>	<ul style="list-style-type: none"> <li>• The focus of this unit is for students to gain an understanding of the representation of Power across and through a range of texts.</li> <li>• Students will apply this understanding to their close study of a Shakespearean drama with a focus on major themes, characterisation, context and dramatic conventions.</li> </ul>	EN5-1A EN5-6C EN5-8D	<b>Critical Response</b> - Extended response in which students analyse the representation of power and how it is conveyed in their prescribed (and/or related texts).
<b>Social Justice Exploring Human Rights</b>	<b>Term Three</b>	<ul style="list-style-type: none"> <li>• <i>The Happiest Refugee</i></li> <li>• <i>The Freedom Writers Diary</i></li> <li>• <i>Jasper Jones</i></li> <li>• <i>A Property of the Clan – drama</i></li> <li>• <i>To Kill a Mockingbird</i></li> <li>• <i>School Ties – film</i></li> <li>• <i>Remember the Titans - film</i></li> <li>• <i>I Am a Girl – documentary The Arrival – picture book</i></li> </ul>	<ul style="list-style-type: none"> <li>• The focus of this unit is for students to engage in a conceptual study of issues relating to social justice.</li> <li>• Students will explore a variety of texts, genres and methodologies to provoke critical, creative and reflective responses.</li> <li>• Students will be encouraged to explore the difference and diversity reflected in the world and to reflect on their personal and cultural context.</li> </ul>	EN5-2A EN5-6C EN5-8D EN5-9E	<b>Portfolio (Weebly)</b> - Students research and respond imaginatively to an issue related to social justice. They will generate a portfolio (website) that reflects their chosen issue.
<b>Rite of Passage Preliminary Transition Unit</b>	<b>Term Four</b>	<ul style="list-style-type: none"> <li>• <i>Silent Disco - drama</i></li> <li>• <i>Finding Forrester – film</i></li> <li>• <i>Into the Mystic – lyrics</i></li> <li>• <i>Elizabeth - film</i></li> <li>• <i>The Breakfast Club – film</i></li> <li>• <i>Lose Yourself - lyrics</i></li> <li>• <i>Virgin Suicides – film + prose</i></li> <li>• Variety of multimodal extracts</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be exposed to a range of provoking texts, concepts and skills which will be reflective of the Preliminary English course.</li> <li>• Students will explore the concept of a true <i>rite of passage</i> and how this has been conveyed across texts and contexts.</li> <li>• They will engage in critical analysis and compose creative texts in response to the set texts and concepts.</li> </ul>	EN5-1A EN5-3B EN5-5C	<b>Yearly Examination</b>  <b>Incorporating language skills + aspects of all modules</b>

**Note:** Suggested texts may be shifted within units of the **same year group** but **do not teach texts outside the recommended year group.**