De La Salle School - Curriculum Plan		
Year 10 Term 1a - MACBETH	**Year 10 Term 1b – MACBETH (CONTINUED)**	**Year 10 Term 2a- AN INSPECTOR CALLS**
Students will build on knowledge and skills gained at KS3 ('A Midsummer Night's Dream' and 'Romeo and Juliet') to study 'Macbeth', with a focus on key aspects of the play that will prepare them for success at GCSE: knowledge of plot, character, theme / writer's choices / methods / effects / intentions / relevant contextual knowledge.	Students will build on knowledge and skills gained at KS3 ('A Midsummer Night's Dream' and 'Romeo and Juliet') to study 'Macbeth', with a focus on key aspects of the play that will prepare them for success at GCSE: knowledge of plot, character, theme / writer's choices / methods / effects / intentions / relevant contextual knowledge.	Students will build on knowledge and skills gained earlier in Y10 and apply this to their study of a modern play, 'An Inspector Calls', with a focus on key aspects of the play that will prepare them for success at GCSE: knowledge of plot, character, theme / writer's choices / methods / effects / intentions / relevant contextual knowledge.
Essential Knowledge, Skills and Understanding		
• What Knowledge and skills are required at GCSE? (AOs) • What are the key plot points and key characters? • What is 'context'? • What are the key contextual factors that influence the nature and our understanding of the play, Including the importance of King James 1, Jacobean beliefs around witchcraft, The Great Chain of Being? • How and why does Shakespeare create a particular atmosphere at the start of the play? (1.1) • How are we initially introduced to Macbeth? (1.2) • What are the witches' prophecies and how do Macbeth and Banquo react differently to them? (1.4) • How does Shakespeare introduce and develop the theme of ambition? (1.4) • Who is Lady Macbeth and how does Shakespeare present her relationship with Macbeth? (1.5) • How does Lady Macbeth convince Macbeth to murder Duncan? (1.6, 1.7) • What is a soliloquy? How does Shakespeare present Macbeth in his soliloquy prior to the murder? (2.1) • How does Shakespeare present Macbeth and Lady Macbeth immediately after the murder? (2.2) • **How can I effectively annotate an extract?** • **How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?** • **How can I create a thesis statement?**	• Who is The Porter and why is he significant? (2.3) • Who is Macduff and why is he significant? (2.3) • Howe does Duncan's murder affect The Great Chain of Being? • What is the relationship between Macbeth and Banquo like after the murder? (3.1) • How has Macbeth's state of mind developed since the start of the play? (3.2) • Why does Banquo's ghost appear to Macbeth? (3.4) • Who is Hecate is what role does she perform? (3.5) • What do the three apparitions tell Macbeth and what is the significance of these prophecies? (4.1) • Who is Lady Macduff, what happens to her and why is it significant? (4.2) • What is the relationship between Malcolm and Macduff? What makes a good king? (4.3) • What becomes of Lady Macbeth and why is it significant? (5.1) • What becomes of Macbeth and why is it significant? (5.2 – 5.5) • Why did Shakespeare write Macbeth? Link to authorial intent / impact on the audience / link to relevant contextual factors. • **How can I effectively annotate an extract?** • **How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?** • **How can I create a thesis statement?** • **How can I plan and write an extended essay response using what / how / why?**	• What Knowledge and skills are required at GCSE? (AOs) • What are the key plot points and key characters? • What are the key contextual factors that influence the nature and our understanding of the play, Including the importance of Socialism / Capitalism / Life in 1912 vs 1945 / Class / Gender? • What are stage directions and why are they important? How does Priestley use stage directions at the start of the play to reveal key information about the dynamics of the Birling family and the individual characters? • What is dramatic irony and why does Priestley use it to create an impression of Mr Birling at the start of the play? • How does Priestley present Mr Birling in the opening of the play? • How does Priestley introduce the Inspector? • How does Priestley create an impression of Sheila and how does she initially conform to gender stereotypes? How does Priestley show the change in Sheila following her interactions with the Inspector? • How does Priestley present the different attitudes towards responsibility in Act 1? • **How can I effectively annotate an extract?**

• How can I plan and write an extended essay response using what / how / why?		• How can I use FIT / connotations to help me explore the effect of the writer's choices / methods? • How can I create a thesis statement? • How can I plan and write an extended essay response using what / how / why?
Assessment and Assessment Focus		
Explore how Shakespeare presents Lady Macbeth in Act 1 scene 7? **(Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices).** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment**	**How does Shakespeare present the relationship between Macbeth and Lady Macbeth in Act 2 scene2?** **(Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices).** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment**	**How does Priestley present Mr Birling in the opening of the play?** **(Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices).** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment**
Key vocabulary for the unit	**Key vocabulary for the unit (CONTINUED)**	
Posterity Indissoluble Execution Eminence Assail Monologue Infirmity Soliloquy Contrive Purge Disposition Tedious Profound Pious Exasperate Commendation	Regicide Malevolence Valiant Apparition Unsanctified Treason Equivocate Vengeance Culminate Hamartia Hubris Usurp Culprit Emasculate Deference Turmoil	Capitalism Socialism Dramatic irony Provincial Condescending Authoritarian Deference Didactic Elitism Exploitation Hypocrisy / hypocritical Impertinent Judgemental Ingrained Oblivious Omnipresent

CAREERS LINKS AND PATHWAYS

YEAR 10 – MACBETH

This unit develops skills used in:

- Law
- Psychology
- Leadership & management
- Journalism

Skills → Careers Mapping

Curriculum Skill / Knowledge	Career Application	Suggested Student Framing
Constructing a thesis and argument	Law, politics	"Lawyers argue like this in court"
Analysing motivation and behaviour	Psychology, criminology	"Why do people act the way Macbeth does?"
Understanding power and leadership	Business leadership	"What makes a good or bad leader?"
Interpreting language and persuasion	Marketing, media	"How language influences decisions"
Context (King James, beliefs)	History, academia	"How ideas are shaped by time period"

CAREERS LINKS AND PATHWAYS

YEAR 10 – AN INSPECTOR CALLS

This unit develops skills used in:

- Social work
- Public policy
- Law
- HR / People management

Skills → Careers Mapping

Skill	Career Link	Classroom Hook
Evaluating responsibility	Social work, law	"Who is responsible in real-world cases?"
Understanding inequality	Sociology, civil service	"How systems affect people's lives"
Analysing viewpoints	HR, mediation	"Managing conflict in workplaces"
Persuasive writing	Politics, campaigning	"Convincing people to change their minds"
Gender roles and expectations	Equality & diversity roles	"Challenging workplace bias"

Year 10 Term 2b – AN INSPECTOR CALLS	Year 10 Term 3A – LANGUAGE PAPER 1	Year 10 Term 3A LANGUAGE PAPER 1
Students will build on knowledge and skills gained at KS3 ('A Midsummer Night's Dream' and 'Romeo and Juliet') to study 'An Inspector Calls', with a focus on key aspects of the play that will prepare them for success at GCSE: knowledge of plot, character, theme / writer's choices / methods / effects / intentions / relevant contextual knowledge.	Students will build on knowledge and skills gained across their study of KS3 and KS4 and apply this to their study of the skills needed for English Language Paper 1, with a focus on writer's methods and effects, synthesising information across texts, inference, accurate use of spelling, punctuation and grammar, rhetorical devices, ability to describe / write creatively and to shape characters and settings.	Students will build on knowledge and skills gained across their study of KS3 and KS4 and apply this to their study of the skills needed for English Language Paper 1, with a focus on writer's methods and effects, synthesising information across texts, inference, accurate use of spelling, punctuation and grammar, rhetorical devices, ability to describe / write creatively and to shape characters and settings.
Essential Knowledge, Skills and Understanding		
• How does Priestley present Gerald and why is this significant? Focus on his attitude towards women / self-perception / attitude towards the Inspector and link to his social status. • How does Priestley present Mrs Birling's response to the Inspector? • How does Priestley create tension between Sheila and Mrs Birling? • What is the purpose of Eric Birling in the play? How does Priestley present his character? • What is the significance of the Inspector's closing speech? • What is the importance of the ending of the play and how the different characters react? • How does Priestley present the difference between the younger and older generation? • How does Priestley present gender and its significance in the play? • **How can I effectively annotate an extract?** • **How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?** • **How can I create a thesis statement?** • **How can I plan and write an extended essay response using what / how / why?**	• What Knowledge and skills are required at GCSE? (AOs) • What do the exam questions look like and how do we approach them - mark scheme awareness / unpicking the specification. • How do we read a text effectively and accurately to support with retrieval of information? • How do writers use language to create effects? Focus on the effect of writer's methods and choices and use of FIT if appropriate. • How do writers structure texts to create effects? Focus on methods used. • How can I evaluate the effect of a statement about a text and explore the effect of the writer's methods and choices to justify my ideas? • How can I vary sentence types and openers for effect? • How can I apply spag rules accurately – including the use of colons and semi-colons if applicable? • How can I use literary devices to help create characters and settings? • How do we apply this knowledge to practice questions, effective planning, exemplar answers, modelled and independent writing? • **How can I effectively annotate an extract?** • **How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?**	• How do we read a text effectively and accurately to support with retrieval of information? • How do writers use language to create effects? Focus on the effect of writer's methods and choices and use of FIT if appropriate. • How do writers structure texts to create effects? Focus on methods used. • How can I evaluate the effect of a statement about a text and explore the effect of the writer's methods and choices to justify my ideas? • How can I vary sentence types and openers for effect? • How can I apply spag rules accurately – including the use of colons and semi-colons if applicable? • How can I use literary devices to help create characters and settings? How do we apply this knowledge to practice questions, effective planning, exemplar answers, modelled and independent writing? ➢ Students will also complete their spoken language study in this half term.
Assessment and Assessment Focus		
Explore how Priestley presents the theme of social responsibility across the play.	**Responses to Q1 – 4 of the Hartop paper – self marked against the GCSE mark scheme with visualiser feedback**	**Language Paper 1 Q5 response - a creative response to a visual stimulus. Teacher assessed**

(Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices). **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment** **Power and conflict poetry will be interleaved throughout the GCSE and will link thematically to the core text studied each half term.**	**to support with mark scheme awareness and confidence.** **Preparation includes sharing of mark schemes / models / deconstructing WAGOLL.** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment** **Power and conflict poetry will be interleaved throughout the GCSE and will link thematically to the core text studied each half term.**	**with visualiser feedback and dedicated improvement time.** **MOCK EXAM PERIOD** **Spoken Language Presentation** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment** **Power and conflict poetry will be interleaved throughout the GCSE and will link thematically to the core text studied each half term.**

Key vocabulary for the unit	Key vocabulary for the unit	Key Vocabulary for this unit (CONTINUED)
Posterity Indissoluble Execution Eminence Unbecoming Bounteous Barefaced Assail Monologue Infirmity Soliloquy Contrive Purge Disposition Tedious Wayward Profound Pious Exasperate Commendation	Writer's methods and choices Connotation Structure Evaluation Simile Metaphor Personification Pathetic fallacy Dialogue Viewpoint Narrative perspective Structural shift Tonal shift Cliff-hanger Exposition Climax Resolution Cyclical structure Characterisation Setting Rhetorical question	Writer's methods and choices Connotation Structure Evaluation Simile Metaphor Personification Pathetic fallacy Dialogue Viewpoint Narrative perspective Structural shift Tonal shift Cliff-hanger Exposition Climax Resolution Cyclical structure Characterisation Setting Rhetorical question

CAREERS LINKS AND PATHWAYS

YEAR 10 – LANGUAGE PAPER 1

This unit develops skills used in:

- Creative industries
- Media and publishing
- Marketing
- Game design

Skill	Career Link
Descriptive writing	Author, screenwriter
Narrative structure	Film director, editor
Language analysis	Editor, publisher

YEAR 10 SPOKEN LANGUAGE PRESENTATION

This unit aims to develop the following skills:

- Presenting ideas clearly
- Structuring an argument
- Using rhetoric and persuasion
- Responding to questions
- Adapting language for audience

Spoken Language Skill	Careers That Use It	Student-Friendly Framing

Creative thinking	Advertising, content creation	Presenting ideas clearly	Teaching, business leadership, training	“You’re doing what teachers and managers do daily”
		Persuasive speaking	Law, politics, PR, marketing	“This is how people influence decisions”
		Structuring arguments	Law, journalism, debate	“Like presenting a case or writing an article”
		Responding to questions	Interviews, public speaking roles	“This is interview practice”
		Adapting tone and audience	Sales, media, communications	“Different audiences = different language”