

ASHTON COMMUNITY SCIENCE COLLEGE: ENGLISH CURRICULUM

Year 10						
	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Knowledge	Love or hate? Which is the most powerful emotion	Do we control our own lives or does fate play a part?	Do we live in a man's world?	Do we live in a man's world? (cont.)	What creates inequality?	Can a person change?
Skills/ application of knowledge	<ul style="list-style-type: none"> ▪ Studying the role of love and hate as theme in <i>Romeo and Juliet</i>. ▪ Exploring key scenes. ▪ Exploring love and hate and conflicts through non-fiction extracts ▪ Exploring love through the characters of Mercutio and Romeo, looking closely at Queen Mab. ▪ Focusing on the sonnet form and how Shakespeare uses this in <i>Romeo and Juliet</i>'s meeting. ▪ Revision of war poetry and the theme of hate/conflict: Bayonet Charge, War Photographer, Remains, Charge of the Light Brigade. 	<ul style="list-style-type: none"> ▪ Exploring the idea of fate in <i>Romeo and Juliet</i> in various scenes ▪ Exploring attitudes towards fate in Elizabethan England ▪ Considering how this would shape an Elizabethan and contemporary audience ▪ Mercutio revision - as a character linking to fate and freewill ▪ Benvolio as a character ▪ Exploring fate/power/freewill in the poems 'Kamikaze', 'London', 'Checking Out Me History', 'Extract from the Prelude' 	<ul style="list-style-type: none"> ▪ <i>Romeo and Juliet</i>- explore Juliet, Nurse, Lord Capulet and Lady Capulet ▪ The role of women in Marriage through <i>Romeo and Juliet</i> and non-fiction texts ▪ The view of women as wives and how this has changed ▪ Exploring the role of Juliet and how she challenges conventions ▪ 'My Last Duchess' and the power of men ▪ 'Extract from a Prelude' and man against nature. ▪ Arthur Birling and his power as a man and how Priestly challenges this ▪ Exploring the skills used by writers and use them ourselves to create ▪ Explore the roles of women in AIC such as Eva Smith and Sheila Birling ▪ How the role of women has changed? ▪ Asylums and madness – language questions ▪ How dramatic irony can be used in two ways e.g. to discredit or add tension 	<ul style="list-style-type: none"> ▪ Looking at prose and blank verse and how this is used to determine class. ▪ Exploring ACC as a secular novel. ▪ Malthus, religion and the impact of this on Victorian society. ▪ Workhouses and the Poor Law. ▪ Exploring class and capitalism in an Inspector Calls ▪ Explore workhouses and factories. ▪ Looking at class and inequality in the poems, 'London', 'Tissue', 'Checking out Me History', 'Emigree', 'Ozymandias' ▪ Exploring division in <i>A Christmas Carol</i> through for instance ignorance and want ▪ Exploring non-fiction extract on inequality including pre 19th century texts. 	<ul style="list-style-type: none"> ▪ Explore redemption as a concept and theme. ▪ Explore this theme in relation to the characters we have studied in literature ▪ Understanding redemption in relation to 'Kamikaze' ▪ Exploring 'Poppies' ▪ Exploration of the character of Scrooge and his redemption ▪ Explore structure in <i>Romeo and Juliet</i> ▪ Explore narrative and descriptive writing, flash fiction and the impact of narrative structures ▪ Spoken language and preparing a presentation 	
Links to prior learning	<ul style="list-style-type: none"> ▪ The pupils in the previous unit have been exploring empathy and feeling so the unit on love and hate links in nicely to this unit ▪ We are starting to explore this theme firstly as it is important that the pupils understand the feud between the families and then why 	<ul style="list-style-type: none"> ▪ This links with the unit we did on redemption and change and how we can be in charge of our own fate and decisions ▪ The students will have studied key scenes such as when <i>Romeo and Juliet</i> meet and the deaths of Mercutio and Tybalt and 	<ul style="list-style-type: none"> ▪ This is taught here as it allows us lead into the second text the students need to study ▪ The role of women is a key theme in both AIC and R&J so they link together well in this unit ▪ The pupils should be able to draw on the previous knowledge they have gained from the unit on class ▪ It also allows them to explore dramatic irony in detail and secure their understanding of this techniques and how it is used by both writers but for different readers ▪ This should strengthen their understanding that the same technique can have different effects 	<ul style="list-style-type: none"> ▪ Another aspect of power is class and money. This is placed here as the students will read ACC fully here and the students need to have studied all the texts as this is theme that runs through all the texts ▪ They should be able to draw on the project 	<ul style="list-style-type: none"> ▪ Revision of the plots and characters studied in the lit texts ▪ Consideration of themes and characters and how they interlink with the different themes studied throughout the course of the year ▪ Links to non-fiction writing in terms of 	

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	<p>Romeo and Juliet can't be together.</p> <ul style="list-style-type: none"> ▪ Toxic masculinity ▪ The relationship between male/females ▪ Shakespeare's writing ▪ Social hierarchy 	<p>because of this the students understand that things go badly wrong after Romeo decides to go to the party – just like he says in the Queen Mab Speech</p>	<ul style="list-style-type: none"> ▪ This will also link back to the unit of work in year 9 on Macbeth and the male/female dynamics explored in this 	<p>they did on capitalism and the 'Blood Brothers' Unit of work they did in year 9</p>	<p>composition, vocabulary and sentence structures</p> <ul style="list-style-type: none"> ▪ Links to previous spoken language presentations and areas for development. Students build on these areas to ensure a stronger presentation
Assessment	<p>Anthology poetry assessment Evaluation question – Romeo and Juliet</p>	<p>Theme assessment question – Romeo and Juliet Non – fiction writing</p>	<p>Theme assessment question – An Inspector Calls Non-fiction writing</p>	<p>Summary writing Poetry Comparison</p>	<p>Character/theme question – ACC (Y10 exam) Narrative</p>

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Year 11						
	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Knowledge	<u>Topic:</u> Are the values of honour, virtue and morality something to be admired?	<u>Topic:</u> Is nature more powerful than man?	<u>Topic:</u> Appearance Vs. Reality: Is there truth in memory?	<u>Topic:</u> Targeted revision.	<u>Topic:</u> Targeted revision continued.	
Skills/ application of knowledge	<ul style="list-style-type: none"> ▪ Romeo's hamartia ▪ Mercutio as a foil ▪ Concept of love and the sonnet Act 1 scene 5 ▪ Unseen poetry ▪ Unseen poetry comparison ▪ Th role of the Friar ▪ Summary ▪ Juliet's relationships ▪ Revision of persuasive writing ▪ AIC revision – Priestley's message in relation to exploratory question 	<ul style="list-style-type: none"> ▪ 'Storm on the Island.' ▪ Adapting their narrative ▪ Themes of power and nature – Ozymandias revision ▪ Language Paper 1 – question types and knowledge/skills ▪ Unseen poetry – nature ▪ Unseen poetry comparison revision ▪ Anthology poetry comparison and how this knowledge is applied to an exam ▪ ACC – revise text and consider in depth moral messages, alongside setting and 'human nature' ▪ Mock exam revision 	<ul style="list-style-type: none"> ▪ The Birling family and their presentation to the world vs their real selves. ▪ Stage direction and structure in An Inspector Calls. ▪ How characters change in An Inspector Calls and Priestley's use of language and structure to foreshadow these changes. ▪ Revision of language paper 2 reading section: inference, summary writing, language analysis, comparison. ▪ Revision of themes in 'Tissue', 'Emigree', 'My Last Duchess' and 'Poppies'. ▪ Revision of Anthology poetry comparison. ▪ Revision of conflict in Romeo and Juliet. ▪ Revision of the role of women in Romeo and Juliet. ▪ Revision of unseen poetry involving the role of women. 	<ul style="list-style-type: none"> ▪ Revision of knowledge and exam skills. This will be targeted based on the needs of the class. This will be determined using mock exam information. 	<ul style="list-style-type: none"> ▪ Revision of knowledge and exam skills. This will be targeted based on the needs of the class. This will be determined using mock exam information. 	
Links to prior learning	Revision of key lit texts using whole curriculum knowledge and application of knowledge.	Revision of key lit texts using whole curriculum knowledge and application of knowledge. Revision of Language Paper 1: language analysis, structural analysis and evaluation.	Revision of key lit texts using whole curriculum knowledge and application of knowledge. Revision of language paper 2: inference, summary writing, language analysis, comparison.	Revision of key lit texts and poems. Writing knowledge and analysis, summary writing and comparison.	Revision of key lit texts and poems. Writing knowledge and analysis, summary writing and comparison.	
Assessment	Character question – Romeo and Juliet Non-fiction article	Lang Paper 1 Lit Paper 2	Lang Paper 2 Poetry comparison	MOCK EXAMS		