



CHORLTON HIGH SCHOOL: CURRICULUM

CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 10

SUBJECT	English
INTENT	Studying English at Chorlton High School allows learners to be submersed in a vast array of texts that will challenge, inspire and excite them. We aim to provide students with the tools and knowledge needed to learn to appreciate the beauty of language through exploration of the writer's craft. With a huge emphasis on creativity and the discovering and utilising of their voice, opinions and ideas are shared and developed through exploratory talk, which is an integral part of our curriculum. We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunity upon opportunity to explore current topics, widening their understanding of the world in which they live. Sharing our passion for this subject helps to ignite a passion for reading, writing and all things English related in our students. Some incredibly challenging texts and concepts are explored through accessible and relatable thematic links, pushing students to think outside of the box and develop their own blossoming opinions on the written word. We aim to inspire, to challenge and to help develop happy, creative and successful learners through our expertly planned, colourful curriculum.



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Year Group	10					
Rationale/ Narrative	Year 10 2019-20 will be a Literature heavy year with opportunities interspersed for students to develop the skills needed for the Language qualification. Students will have an opportunity to complete their Spoken Language unit for their English Language qualification so this doesn't take up any valuable revision time in Year 11. By covering all the Literature topics in this year, along with vital revision materials, students will be well prepared to embark upon the revision year that will follow as they go into Year 11.					
	Autumn 1 Language Skills & Spoken Language	Autumn 2 Lord of the Flies	Spring 1 Macbeth	Spring 2 Jekyll & Hyde	Summer 1 Poetry Anthology	Summer 2 Poetry Anthology & Summative Unit
KNOWLEDGE	<u>Language Papers 1&2</u> *A range of fiction and non-fiction extracts from the 19 th , 20 th and 21 st century will be explored *Purpose/Audience/Form *Appreciation of writers' craft LINKED TO BLM MOVEMENT	<u>Literature Paper 2</u> <u>Modern Prose Section A</u> *Plot *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas	<u>Literature Paper 1</u> <u>Shakespeare Section A</u> *Plot *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas	<u>19th Century Novel</u> *Plot *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas	<u>Literature Paper 2</u> <u>Poetry Section B</u> *The overall ideas presented in all 15 poems *Overarching themes *Social and historical context *The methods used by the poets to convey key ideas	<u>Literature Paper 2</u> <u>All Sections</u> *The overall ideas presented in all 15 poems *Overarching themes *Social and historical context *The methods used by the poets to convey key ideas
SKILLS	*Develop their ability to craft a persuasive piece of writing on a topic they are passionate about. *Embed a range of effective devices for impact in their writing both discursive and creative based *Develop their ability to confidently present their ideas, consolidating their understanding of how to successfully apply the oracy protocols in a presentation for effect. *Exploration and analysis of language and structure used for effect within a range of texts *Summarise key ideas	*Show an awareness of the writer's methods *Include subject terminology confidently when analysing and writing responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated essay *Analyse the use of language and its impact on the reader *Understand the context of a text and how that links with the ideas within that text *Embed a range of quotes and references to support their ideas	*Show an awareness of the writer's methods *Include subject terminology confidently when analysing and writing responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated essay *Analyse the use of language and its impact on the reader *Understand the context of a text and how that links with the ideas within that text *Embed a range of quotes and references to support their ideas	*Understand the context of the text and how that links with the ideas within that text – show deep understanding of the context of this play *Show an awareness of the writer's methods *Analyse the use of language and structure and its impact on the reader *Embed a range of quotes and references to support their ideas in essay responses to the play	*Show an awareness of the writers' methods *Include subject terminology confidently when analysing and writing comparative responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated comparative essay *Analyse the use of language and its impact on the readers *Understand the context of the poems and how that links with the ideas within the poetry	*Show an awareness of the writers' methods *Include subject terminology confidently when analysing and writing comparative responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated comparative essay *Analyse the use of language and its impact on the readers *Understand the context of the poems and how that links with the ideas within the poetry



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	<p>*Evaluate texts and form personal opinions on the content of them.</p> <p>*Plan critical essays successfully to ensure that they are thoughtful and developed</p> <p>*Structure a coherent and sophisticated critical essay</p> <p>*Embed a range of quotes and references to support their ideas</p>				<p>*Embed a range of quotes and references to support their ideas</p>	<p>*Embed a range of quotes and references to support their ideas</p>
<p>ASSESSMENTS</p>	<p><i>Students will complete 5 assessment points across the autumn term. The THREE progress checks within this half term will be based will:</i></p> <p>*Ensure students are developing their ability to craft discursive pieces of writing.</p> <p>*Ensure that students are developing their level of analysis.</p> <p>*Check for technical accuracy (QWC)</p>	<p><i>Students will complete 5 assessment points across the autumn term. The TWO progress checks within this half term will be based on LOTF and will:</i></p> <p>*Consolidate the students' awareness of characters and events</p> <p>*Ensure that students are developing their level of analysis.</p> <p>*Check for technical accuracy (QWC)</p>	<p><i>Students will complete 4 assessment points across the spring term. Students will complete TWO progress checks across this half term, both will be Macbeth based and will:</i></p> <p>*Consolidate the students' awareness of characters and events</p> <p>* Ensure that students are developing their level of analysis.</p> <p>*Check for technical accuracy (QWC)</p>	<p><i>Students will complete 4 assessment points across the spring term. Students will complete TWO progress checks across this half term, both will be Jekyll & Hyde based and will:</i></p> <p>*Consolidate the students' awareness of characters and events</p> <p>* Ensure that students are developing their level of analysis.</p> <p>*Check for technical accuracy (QWC)</p>	<p><i>Students will complete 5 assessment points across the summer term. The TWO progress checks within this half term will be based on poetry anthology and will:</i></p> <p>*Consolidate the students' understanding of the poems</p> <p>* Ensure that students are developing their level of analysis through a comparative response</p>	<p><i>Students will complete THREE progress checks across the half term. The first will be based on unseen poetry, the second will be a Progress Test/mock exam which will be sections B&C of Lit Paper 2 (poetry anthology and unseen poetry). These progress checks will:</i></p> <p>*Consolidate the students' understanding of the anthology poems</p> <p>* Ensure that students are developing their level of analysis through a comparative response</p> <p>*Ensure that students are developing their analysis in depth when responding to an unseen poem.</p> <p><i>The third will be creative writing based and will:</i></p> <p>*Check students' ability to write creatively, ensuring that they engage their readers throughout</p>



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						and blend their devices effectively as well as considering how well they structure their piece.
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