



CHORLTON HIGH SCHOOL: 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 Year 11, a year of consolidation, depth and expert analysis. Whilst the Literature curriculum is rigid at GCSE with the set texts, there are options for diversity within Language and so there are a vast range of diverse voices and perspectives represented through the Language extracts that will make up Y10 Language revision this year. | | | | | |
| | <u>Autumn 1</u> Language Skills & Spoken Language | <u>Autumn 2</u> Lord of the Flies | <u>Spring 1</u> Macbeth | <u>Spring 2</u> Language Skills | <u>Summer 1</u> Poetry Anthology | <u>Summer 2</u> Poetry Anthology & Summative Unit |
| KNOWLEDGE | <p><u>Language Papers 1&2</u></p> <ul style="list-style-type: none"> *A range of fiction and non-fiction extracts from the 19th, 20th and 21st century will be explored *Purpose/Audience/Form *Appreciation of writers' craft <p>A WIDE RANGE OF DIVERSE VOICES AND PERSPECTIVES REPRESENTED THROUGH EXTRACT CHOICES.</p> | <p><u>Literature Paper 2</u> <u>Modern Prose Section A</u></p> <ul style="list-style-type: none"> *Plot *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas | <p><u>Literature Paper 1</u> <u>Shakespeare Section A</u></p> <ul style="list-style-type: none"> *Plot *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas | <p><u>Language Papers 1&2</u></p> <ul style="list-style-type: none"> *A range of fiction and non-fiction extracts from the 19th, 20th and 21st century will be explored *Purpose/Audience/Form *Appreciation of writers' craft <p>A WIDE RANGE OF DIVERSE VOICES AND PERSPECTIVES REPRESENTED THROUGH EXTRACT CHOICES.</p> | <p><u>Literature Paper 2</u> <u>Poetry Section B</u></p> <ul style="list-style-type: none"> *The overall ideas presented in all 15 poems *Overarching themes *Social and historical context *The methods used by the poets to convey key ideas | <p><u>Literature Paper 2</u> <u>All Sections</u></p> <ul style="list-style-type: none"> *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 | <ul style="list-style-type: none"> *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. | <ul style="list-style-type: none"> *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 | <ul style="list-style-type: none"> *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 | <ul style="list-style-type: none"> *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. | <ul style="list-style-type: none"> *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 | <ul style="list-style-type: none"> *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 |



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| | <ul style="list-style-type: none"> *Exploration and analysis of language and structure used for effect within a range of texts *Summarise key ideas *Evaluate texts and form personal opinions on the content of them. *Plan critical essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated critical essay *Embed a range of quotes and references to support their ideas | <ul style="list-style-type: none"> *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 | <ul style="list-style-type: none"> *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 | <ul style="list-style-type: none"> *Exploration and analysis of language and structure used for effect within a range of texts *Summarise key ideas *Evaluate texts and form personal opinions on the content of them. *Plan critical essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated critical essay *Embed a range of quotes and references to support their ideas | <ul style="list-style-type: none"> *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 *Embed a range of quotes and references to support their ideas | <ul style="list-style-type: none"> *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 *Embed a range of quotes and references to support their ideas |
| ASSESSMENTS | <p><i>Students will complete 3 assessment points across this half term. The assessments within this half term will be based on Language skills and will:</i></p> <ul style="list-style-type: none"> *Ensure students are developing their ability to craft discursive pieces of writing. *Ensure that students are developing their level of analysis. *Check for technical accuracy (QWC) | <p><i>Students will complete 2 assessment points across this half term and one of them will be a PROGRESS CHECKPOINT. The PROGRESS CHECKPOINT will be on Language and the other assessment will be on Lord of the Flies and will:</i></p> <ul style="list-style-type: none"> *Consolidate the students' awareness of characters and events *Ensure that students are developing their level of analysis. *Check for technical accuracy (QWC) | <p><i>Students will complete 2 assessment points across this half term. Both will be Macbeth based and will:</i></p> <ul style="list-style-type: none"> *Consolidate the students' awareness of characters and events *Ensure that students are developing their level of analysis. *Check for technical accuracy (QWC) | <p><i>Students will complete 2 assessment points across this half term and one of them will be a PROGRESS CHECKPOINT. The PROGRESS CHECKPOINT will be on Macbeth and the other assessment will be language based and will:</i></p> <ul style="list-style-type: none"> *Ensure students are developing their ability to craft discursive pieces of writing. *Ensure that students are developing their level of analysis. *Check for technical accuracy (QWC) | <p><i>Students will complete 3 assessment points across this half term. The assessments within this half term will be based on poetry analysis skills and will:</i></p> <ul style="list-style-type: none"> *Consolidate the students' awareness of the poems *Ensure that students are developing their level of analysis of language, structure and form. *Ensure students are able to successfully compare poems. | <p><i>Students will complete 2 assessment points across this half term and one of them will be a PROGRESS CHECKPOINT. The PROGRESS CHECKPOINT will be on Poetry Anthology and will:</i></p> <ul style="list-style-type: none"> *Consolidate the students' understanding of the anthology poems *Ensure that students are developing their level of analysis through a comparative response *Ensure that students are developing their analysis in depth |