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| **Our Lady Queen of Peace**Catholic Engineering College | Curriculum Overview |
| **YEAR 10 ENGLISH** |

|  | **Knowledge & Understanding** | **Subject Specific Literacy Development** | **Cultural Capital / Enrichment Opportunities** |
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|  | **Composites****(Bigger Picture)** | **Components****(Key Concepts)** | **Recall & Retrieval Practice Focus** |  | **Key Vocabulary** |
| **Term****1**  | A Christmas Carol Study of a novel. | * To study a challenging text from the Literary Canon.
* To consider the influence of contextual factors on the reception of a text.
* To gain an appreciation of Dickens’ ability to develop characterisation in his writing.
* To open discussion around themes of social inequality and poverty- to consider their influence on our own society.
* To develop a high level of vocabulary to explore character.
* Tentative vocabulary opportunities (modality)
* Understanding that characters are constructs.
* Opportunities for students to offer tentative suggestions i.e. *‘His words would/could/perhaps suggest that he is unhappy with the man he has become.’*
* Contextual influence on Dickens- Malthusian ideas; Victorian attitudes to poverty and education.
* Analysis if non-fiction texts linked thematically.
* Cover Winter Swans and Eden Rock from Poetry anthology.
 | Links back to Jekyll and Hyde and Victorian London/setting. Links back to previous novel studies.Links back to yr 8 Gothic. Regular recall of plot, character, theme and key vocabulary through:Do Now activityKnowledge Check UpsPupil questioning |  | Gothic Miser Solitude Injusticeremorse apparition redemption symbolism misanthropist philanthropist | Performance from theatre group.  |
| **Term 1** | Poetry | * Using departmental approach-study the following poems:
* When we two parted
* Neutral tones
* Winter swans
* Sonnet 29
* Loves Philosophy

Develop analytical skills and use of poetic terms when writing about the above poems.Comparison of 2 poems. How to organise a comparative essay. How to effectively use thesis statements and topic sentences in a comparative essay.  | Recall linked to poems studied at the end of yr 10:Climbing my grandfather,Follower, walking away, Mother any distance, Before you were mine, Eden RockRegular recall of plot, character, theme and key vocabulary through:Do Now activityKnowledge Check UpsPupil questioning |  | EnjambmentCaesuraTone/moodPersonaRomanticismSonnetReconciliation Extended metaphor |  |
| **Term 2** | An Inspector Calls | * To study the features of a modern play
* To explore how the playwright constructs characters/creates meaning for audiences
* Conventions and aspects of modern plays e.g. stage directions, dramatic irony
* Explore how context impacts a text.
* To understand the concepts of socialism and capitalism.
* To have a knowledge of Preistley’s political views
* Analysis if non-fiction texts linked thematically.

. | Links back to study of plays in yr 7 and 9.Thematic links to ACC.Regular recall of plot, character, theme and key vocabulary through:Do Now activityKnowledge Check UpsPupil questioning |   | metamorphosis, responsibility, morality transformation, remorse, dramatic irony, foreshadowing, inequality, tension  |  |
| **Term 2** | Paper 1 language | Paper 1 languageExplore writers craft with a focus on characterisation as a key method.Understand approaches to each exam question. Develop mark-scheme awareness with a focus on the importance of effects. Start small with examples and get biggerPre teach key vocabulary which will be in models and then use on own writing.  | Regular recall of plot, character, theme and key vocabulary through:Do Now activityKnowledge Check UpsPupil questioning |  |  CharacterizationInferConnotationsDialoguePersonificationMetaphor Simile |  |
| **Term 3**  | Paper 1 Lang  | Writing-Use of models to support effective descriptive/narrative writing.Development of descriptions of:WeatherA characterShow don’t tell-character emotionsSettingEffective use of dialogue. Mark scheme awareness and technical accuracy.  | Links back to Lit texts. ACC and AIC.Regular recall of plot, character, theme and key vocabulary through:Do Now activityKnowledge Check UpsPupil questioning |  | CharacterizationInferConnotationsDialoguePersonificationMetaphor Simile |  |
| **Term 3**  | Paper 2 Lang | Explore writers craft with a focus on perspective and how writers assert it.Understand approaches to each exam question. Develop mark-scheme awareness with a focus on the importance of effects. Start small with examples and get biggerPre teach key vocabulary which will be in models and then use on own writing. Opportunities to write about current issues and express their own POV.  | Regular recall of plot, character, theme and key vocabulary through:Do Now activityKnowledge Check UpsPupil questioning |  | PerspectiveToneParallelismHypophoraAnecdoteHyperbole | Links to current issues and opportunities to debate.  |