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

|  | **Knowledge & Understanding** | | | **Subject Specific Literacy Development** | | **Cultural Capital / Enrichment Opportunities** |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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 activity  Knowledge Check Ups  Pupil questioning |  | Gothic  Miser  Solitude  Injustice  remorse  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 Rock  Regular recall of plot, character, theme and key vocabulary through:  Do Now activity  Knowledge Check Ups  Pupil questioning |  | Enjambment  Caesura  Tone/mood  Persona  Romanticism  Sonnet  Reconciliation  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 activity  Knowledge Check Ups  Pupil questioning |  | metamorphosis, responsibility,  morality  transformation,  remorse,  dramatic irony, foreshadowing,  inequality,  tension |  |
| **Term 2** | Paper 1 language | Paper 1 language  Explore 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 bigger  Pre 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 activity  Knowledge Check Ups  Pupil questioning |  | Characterization  Infer  Connotations  Dialogue  Personification  Metaphor  Simile |  |
| **Term 3** | Paper 1 Lang | Writing-Use of models to support effective descriptive/narrative writing.  Development of descriptions of:  Weather  A character  Show don’t tell-character emotions  Setting  Effective 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 activity  Knowledge Check Ups  Pupil questioning |  | Characterization  Infer  Connotations  Dialogue  Personification  Metaphor  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 bigger  Pre 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 activity  Knowledge Check Ups  Pupil questioning |  | Perspective  Tone  Parallelism  Hypophora  Anecdote  Hyperbole | Links to current issues and opportunities to debate. |