

# 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	
Half Term 1 and 2	A Christmas Carol  (9 weeks)	<ul style="list-style-type: none"> <li>To study a challenging text from the Literary Canon.</li> <li>To consider the influence of contextual factors on the reception of a text.</li> <li>To gain an appreciation of Dickens' ability to develop characterisation in his writing.</li> <li>To open discussion around themes of social inequality and poverty- to consider their influence on our own society.</li> <li>To develop a high level of vocabulary to explore character.</li> <li>Tentative vocabulary opportunities (modality)</li> <li>Understanding that characters are constructs.</li> <li>Opportunities for students to offer tentative suggestions i.e. <i>'His words would/could/maybe suggest that he is unhappy with the man he has become.'</i></li> <li>Contextual influence on Dickens- Malthusian ideas; Victorian attitudes to poverty and education.</li> <li>Analysis if non-fiction texts linked thematically.</li> </ul>	<p>Links back to Jekyll and Hyde and Victorian London/setting.</p> <p>Links back to previous novel studies.</p> <p>Links back to yr 8 Gothic.</p> <p>Regular recall of plot, character, theme and key vocabulary through: Do Now activity Knowledge Check Ups Pupil questioning</p>	<p>Gothic Miser Solitude Injustice remorse apparition redemption symbolism misanthropist philanthropist</p>	Performance from theatre group.
Term 2	Writers Viewpoints & Perspectives (5 weeks)	<ul style="list-style-type: none"> <li>Explore writers craft with a focus on perspective and how writers assert it.</li> <li>Understand approaches to each exam question.</li> <li>Develop mark-scheme awareness with a focus on the importance of effects.</li> <li>Start small with examples and get bigger</li> <li>Pre teach key vocabulary which will be in models and then use on own writing.</li> <li>Opportunities to write about current issues and express their own POV.</li> </ul>	<p>Regular recall of plot, character, theme and key vocabulary through: Do Now activity Knowledge Check Ups Pupil questioning</p>	<p>Perspective Tone Parallelism Hypophora Anecdote Hyperbole Ethos Pathos Logos Rhetoric</p>	Links to current issues and opportunities to debate.

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Half Term 3 and 4	An Inspector Calls	<ul style="list-style-type: none"> <li>To study the features of a modern play</li> <li>To explore how the playwright constructs characters/creates meaning for audiences</li> <li>Conventions and aspects of modern plays e.g. stage directions, dramatic irony</li> <li>Explore how context impacts a text.</li> <li>To understand the concepts of socialism and capitalism.</li> <li>To have a knowledge of Preistley's political views</li> <li>Analysis if non-fiction texts linked thematically.</li> </ul>	<p>Links back to study of plays in yr 7 and 9. Thematic links to ACC.</p> <p>Regular recall of plot, character, theme and key vocabulary through: Do Now activity Knowledge Check Ups Pupil questioning</p>	metamorphosis, responsibility, morality transformation, remorse, dramatic irony, foreshadowing, inequality, tension	
Half Term 5 & 6	Romeo and Juliet  Study of a play	<ul style="list-style-type: none"> <li>Study of Shakespeare play.</li> <li>Development of knowledge of dramatic devices and the story as written to be performed.</li> <li>To explore the conventions of a Shakespearean tragedy.</li> <li>Explore how dramatic devices are used to develop character and drive plot.</li> <li>Develop an understanding of Jacobean context.</li> <li>Study of non-fiction texts linked thematically.</li> <li>Study of AQA poetry with thematic links.</li> </ul>	<p>Links back to Macbeth study in yr 9 and AIC in yr10.</p> <p>Regular recall of plot, character, theme and key vocabulary through: Do Now activity Knowledge Check Ups Pupil questioning</p>	Dramatic Irony, Conflict, Fate, Prologue, Soliloquy, Foreshadowing, Sonnet, hamartia, oxymoron	
Half Term 6	Speaking and Listening Prep and Assessment	<ul style="list-style-type: none"> <li>Development of how to plan the structure to a formalised speech.</li> <li>Research of key topic/idea</li> <li>Delivery of presentation using appropriate intonation, stress and paralinguistic feature.</li> </ul>	Links back to rhetoric unit in year 9 and paper 2 coverage in year 10.	n/a	Chance to research a topic of their choice.

## Key Assessments

When	What will be assessed?	Why is this being assessed?
Half Term 1	Analysis of Scrooge Analysis of Belle and Scrooge's relationship	To assess knowledge and the development of analytical skills taught throughout HT1. To check thorough understanding of the text so far.
Half Term 2	Tracking of a character across the text (Scrooge) Transactional writing task	To assess the development of analytical skills reviewed in feedback from previous assessments.
Half term 3	Mid-Year Assessment  Knowledge and Skills Checker (AIC)	Components in Mid-Year assessment, assess knowledge of the topic and skills developed so far in line with GCSE assessment objectives. To assess the retention of knowledge of An Inspector Calls.
Half Term 4	Analysis of Sheila  Essay in the theme of inequality	To assess knowledge and the development of analytical skills taught throughout HT3 and 4.  To assess the retention of knowledge of Romeo and Juliet.
Half Term 5	Analysis of Romeo  Knowledge and Skills Checker	To assess knowledge and the development of analytical skills taught throughout HT5.
Half Term 6	End Of Year Assessment	Components in End of Year assessment, assess knowledge of the topic and skills developed so far in line with GCSE assessment objectives.