



## The English Martyrs Catholic School and Sixth Form College

<u>English Year 10</u>	<u>Module 1</u>	<u>Module 2</u>	<u>Module 3</u>
<b><u>Topic Theme and Intent</u></b>	An in-depth critical study and analysis of <b>J. B Priestley's <i>An Inspector Calls</i></b> . Exploring the writer at work in line with The AQA English Literature assessment objectives.	An in-depth critical study and analysis of <b>Charles Dickens' <i>A Christmas Carol</i></b> . Exploring the writer at work in line with The AQA English Literature assessment objectives.	An in-depth critical study and analysis of <b>a collection of Power and Conflict Poetry</b> . Exploring the work in line with The AQA English Literature assessment objectives.
<b><u>Knowledge</u></b>	<ul style="list-style-type: none"> <li>Understanding of stagecraft, stage directions, structural decisions.</li> <li>Understanding of setting, character and theme in context of the play.</li> <li>Understanding symbolism and motif in context of the play.</li> <li>Understanding of how writers use language to manipulate response in context of the play.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of setting, character and theme in context of the novella.</li> <li>Understanding symbolism and motif in context of the novella.</li> <li>Understanding of how writers use language to manipulate response in context of the novella.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of poetic device, structure and form.</li> <li>Understanding of key themes and symbolism within the poems.</li> <li>Understanding of how writers use language to manipulate response in context of the poems.</li> </ul>
<b><u>Skills</u></b>	<ul style="list-style-type: none"> <li>Critically analyse the writer's craft: characters, plot, themes, structure</li> <li>Identify and interpret themes/writer's ideas.</li> <li>Draw evidence-based inferences.</li> <li>Respond to linguistic and dramatic patterns/devices that convey tone/mood.</li> <li>Analysis of vocabulary, form, grammar and structural features and the impact on audiences</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyse the writer's craft: characters, plot, themes, structure</li> <li>Identify and interpret themes/writer's ideas.</li> <li>Draw evidence-based inferences.</li> <li>Respond to linguistic pattern /devices that convey tone/mood.</li> <li>Analysis of vocabulary, form, grammar and structural features and the effectiveness and impact on readers</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyse the writers' craft: structure, form, and poetic device.</li> <li>Identify and interpret themes/writers' ideas.</li> <li>Draw evidence-based inferences.</li> <li>Respond to linguistic and poetic patterns/devices that convey tone/mood.</li> <li>Analysis of vocabulary, form, grammar and structural features and impact on readers.</li> <li>Draw effective comparisons between the poems and their themes</li> </ul>
<b><u>Literacy Links</u></b>	<p><b>Reading</b> – Study of full modern play. Reading for meaning and personal interpretation.</p> <p><b>Writing</b> – Analytical, academic writing.</p> <p><b>Oracy</b> – Critical discussion of the writer's craft and the writer at work.</p>	<p><b>Reading</b> – Study of full 19<sup>th</sup> Century novella. Reading for meaning and personal interpretation.</p> <p><b>Writing</b> – Develop fluent analytical, academic writing.</p> <p><b>Oracy</b> – Critical discussion of the writer's craft and the writer at work.</p>	<p><b>Reading</b> – Study of 15 poems from the Power and Conflict cluster. Reading for meaning and personal interpretation.</p> <p><b>Writing</b> – Analytical, academic writing.</p> <p><b>Oracy</b> – Critical discussion of the writers' craft and the writer at work.</p>
<b><u>Essential Vocabulary</u></b>	Ostentatious, portentous, brazen, bourgeois, misogynist, infantile, judgemental, exploitative.	Benevolent, malevolent, destitute, facetious, redemption, avarice, misanthropic.	Hostility, patriotism, dehumanisation, trauma, heroism, glorification, superiority, propaganda.

**Disciplinary Reading**

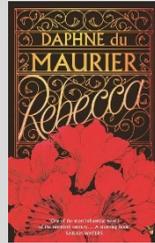
**Reading for Pleasure**

# The English Martyrs Catholic School and Sixth Form College

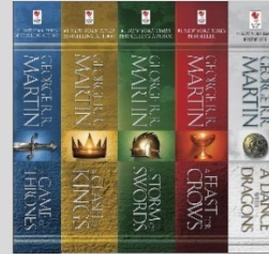
Kazuo Ishiguro - Never Let Me Go



Daphne du Maurier – Rebecca



George R.R. Martin – A Game of Thrones



Sebastian Faulks – Birdsong

