



Denton Community College 2019/20

Departmental Curriculum Map Template

Subject: English

Year Group: 10



	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Formal Exam Opportunities
Topics	'An Inspector Calls' English Literature Paper 2 - Modern Texts	'Romeo and Juliet' English Literature Paper 1 - Shakespeare	'Anthology Poetry War Cluster' English Literature Paper 2 - Poetry	'Dystopian Fiction' English Language Paper 1 - Explorations in creative reading and writing	'Romantics and Nature Poetry' English Literature Paper2 - Poetry	
What will students be doing during this unit?	Students are introduced to Literature exam requirements. They will read, watch and analyse the play in order to be able to present and argue their own critical opinion on a range of themes. Students practice analysing writer's use of characterisation and method, using contextual factors to support their interpretations.	Students read, watch and analyse the play in order to be able to present and argue their own critical opinion on a range of themes. Students practise analysing writer's use of characterisation and method, using contextual factors to support their interpretations.	Students develop their ability to compare and analyse poetry. They will study 6 poems from the AQA anthology (Power and Conflict Cluster) and practice making critical comparisons between the poets use of method, their intentions when writing and impacts on the reader. Students also discuss a wide range of cultural and societal issues relating to the contexts of the poems. Bayonet Charge - Ted Hughes	Students will cover the range of skills assessed in the AQA English Language Paper 2 series. This is comprised of transactional writing skills and exploring how writers use language to express their ideas and perspectives in non-fiction texts.	Students develop their ability to compare and analyse poetry. They will study 6 poems from the AQA anthology (Power and Conflict Cluster) and practice making critical comparisons between the poets use of method, their intentions when writing and impacts on the reader. Students also discuss a wide range of cultural and societal issues relating to the contexts of the poems. Ozymandias - Percy Shelley London - William Blake	Speaking and Listening Exams - These will take place at teacher's discretion throughout the year. Students will have to present an extended argument to their class on a subject of their choosing. In the Summer Term there will be a formalised series of exams in the hall. Year 10 students will sit a full Language Paper 1 to revise and consolidate skills taught in Unit 4.

			Charge of the Light Brigade - Alfred Lord Tennyson Kamikaze - Beatrice Garland Remains - Simon Armitage War Photographer - Carol Ann Duffy Poppies - Jane Weir		My Last Duchess - Robert Browning Prelude - William Wordsworth Storm On The Island - Seamus Heaney Exposure - Wilfred Owen	
When will students be assessed?	At the end of the Autumn 1 half term.	At the end of Autumn 2 half term	At the end of Spring 1 half term	At the end of Summer 1 half term	During Summer 2 half term (times will vary depending on End of Year formal exams)	
How will students be assessed?	Choice of 2 exam-style questions. 45 minutes in class	Extract-based exam style question. 45 minutes in class	Exam style question: Students given one poem and question and asked to compare to another poem from memory. 45 minutes in class	Students will complete the full 1.45 hour Language Paper 2 in exam conditions.	Exam style question: Students given one poem and question and asked to compare to another poem from memory. 45 minutes in class	
Key Vocabulary	Microcosm, capitalism, socialism, propaganda, audience, critical opinion, theme, characterisation, context	Elizabethan, patriarchy, chivalry, courtly love, loyalty, fate, audience, critical opinion, context	Tone, voice, speaker, comparison, caesura, enjambment, stanza, simile, metaphor, repetition, personification, conflict, patriotism, ptsd	Character, pathetic fallacy, tone, discourse marker, focus, subject terminology, evaluate, method, dystopia, description,	Tone, voice, speaker, comparison, caesura, enjambment, stanza, simile, metaphor, repetition, personification, conflict, Romantic, nature	
Homework opportunities to broaden or deepen student knowledge	Research essays and arguments to deepen contextual appreciation. Create and revise quotation cue cards. Complete practice exam questions.	Research essays and arguments to deepen contextual appreciation. Create and revise quotation cue cards. Complete practice exam questions.	Research essays and arguments to deepen contextual appreciation. Create and revise quotation cue cards/ Anthology notes. Complete practice exam questions.	Practice Papers available through the shared drive revision folder Miss Wright's Youtube Videos covering the skills of Language Paper 2	Research essays and arguments to deepen contextual appreciation. Create and revise quotation cue cards/ Anthology notes. Complete practice exam questions.	

			GCSE Pod Videos Miss Wright's YouTube Videos	Mini Mocks available through the shared drive Literacy Planet Read all and any types of non-fiction for pleasure	GCSE Pod Videos Miss Wright's YouTube Videos	
Links to the National Curriculum	<p>Read and appreciate the depth and power of the English literary heritage through: reading a wide range of high-quality, challenging, classic literature.</p> <p>Drawing on knowledge of the purpose, audience and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</p> <p>Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects seeking evidence in the text to support a point of view, including justifying</p>	<p>Read and appreciate the depth and power of the English literary heritage through: reading a wide range of high-quality, challenging, classic literature.</p> <p>Drawing on knowledge of the purpose, audience and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</p> <p>Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects seeking evidence in the text to support a point of view, including justifying</p>	<p>Reading a wide range of high-quality and challenging - poetry</p> <p>Making comparisons choosing and reading texts independently for challenge, interest and enjoyment</p> <p>Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation identifying and interpreting themes, ideas and information</p> <p>Making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of</p>	<p>Reading a wide range of high-quality, challenging and extended literary non-fiction, such as essays, reviews and journalism.</p> <p>Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes</p> <p>Seeking evidence in the text to support a point of view, including justifying inferences with evidence</p> <p>Analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their</p>	<p>Reading a wide range of high-quality and challenging - poetry</p> <p>Making comparisons choosing and reading texts independently for challenge, interest and enjoyment</p> <p>Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation identifying and interpreting themes, ideas and information</p> <p>Making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of</p>	

	<p>inferences with evidence.</p> <p>Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading.</p>	<p>inferences with evidence.</p> <p>Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading.</p>	<p>texts, and drawing on knowledge and skills from wider reading.</p>	<p>effectiveness and impact</p> <p>Adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</p> <p>Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</p>	<p>texts, and drawing on knowledge and skills from wider reading.</p>	
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