



Haydon English - Year 10

Curriculum Map

Subject: English

Year: 10



**HAYDON
SCHOOL**

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Weeks | 7 | 6 | 6 | 6 | 6 | 7 |
| Homework | One written and one reading each week. | | | | | |
| Reading logs | Reading logs have recall tasks for every week and makes up part of the expected homework each week. They also contain a 'writer's toolkit' and information about GCSE exam papers and the skills the questions require. | | | | | |
| Class reader | Good Omens by Terry Pratchett | | | | | |
| Content: What will the students learn? | <u>A Christmas Carol GCSE text</u> <u>19th Century novel</u> Interleave: Language p 1 and 2 Section A skills | <u>A Christmas Carol GCSE text</u> <u>19th Century novel</u> Interleave non fiction | <u>Conflict and power poetry:</u> GCSE unit War selection: Exposure Bayonet charge Charge of the Light Brigade Poppies Remains Kamikaze War photographer | 2 x weeks <u>Conflict & Creative writing</u> <u>Q5 Lang paper 1</u> 4 weeks of revision of AIC and language paper 1 | <u>Wk 1-2 Mocks</u> <u>Lit 2 :</u> <u>AIC/conflict + Language p1</u> : | <u>'Natives' by Akala</u> <u>Language paper 2 skills</u> |



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| <p>Approach: How will students approach each unit?</p> <p>10 min reading: Good omens Purple Hibiscus</p> <p>Recall do now tasks at start of each lesson. Interleaving of language p1 and 2 skills using the text as a stimulus</p> | <p>Students will build on comparable contextual links to An Inspector Calls. Students will read through the text as a class and deconstruct key themes, language, techniques, structural features, context and genre aspects. Students will explore the context of Victorian England in relation to class, wealth, charity, poverty, Christmas traditions, the Supernatural and family.</p> <p>Students will have read and analysed up to Stave 3 by the half term break.</p> | <p>Continuing on from Autumn 1, students will continue to read and analyse the text, building to the climactic end of Stave 4 and the denouement of Stave 5.</p> | <p>Pupils will access poetry that presents them with many ideas around conflict and power. They will bring their own personal responses and build on their language analysis skills to write about the poems and compare across.</p> | <p>Pupils will bring all their prior learning and recall knowledge to their revision of the exam questions and strategies</p> | <p>Using extracts to support writing about how characters and themes develop across a whole text • Link to Prior Learning:</p> <p>Review exemplar material is lessons to prep for mock exams.</p> | <p>Students will use excerpts from Akala's non-fiction memoir and political commentary 'Natives' as a basis for learning language paper 2 skills and to prepare them for Spoken Language. Other forms of non-fiction on similar topics will be used to build cultural capital and introduce them to other opinions on the topics of: police brutality, travel writing and education.</p> |
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| <p><u>Assessment</u></p> | <p>Mid term assessment: Plot/context/language questions</p> <p>End of half term ASSESSMENT: Language question on Non Fiction context based articles</p> | <p>Mid term assessment: Language analysis question in style of paper 1 Section A</p> <p>End of term ASSESSMENT: Stave 4 - Influence of the Supernatural - Past GCSE lit paper 1 question.</p> | <p>Mid term Assessment 3rd week : Creative writing</p> <p>End of term ASSESSMENT: Compare 'Remains' to another war poem. Past exam question</p> | <p>Mid term assessment: 2nd week Redraft of previous term's response to Conflict question or new question</p> | <p><u>ASSESSMENT: Mock exams.</u></p> <p>Language paper 1 : 'Tiredness of Rosabel'</p> <p>Literature paper 2: Conflict poetry/ AIC</p> | <p>ASSESSMENT: Spoken Language NEA</p> |
| <p><u>Skills</u></p> | <p>Reading: Lit AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> | | | <p>Writing AO5 & AO6: (Writing) - Communicate clearly, effectively and imaginatively using a range of vocabulary and sentence structures accurately.</p> | <p><u>Reading language</u></p> <p>AO1: interpret explicit and implicit information and summarise evidence.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: : Evaluate texts critically and support this with appropriate textual references</p> | |



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| | A04: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | | | | A05 & A06: (Writing) - Communicate clearly, effectively and imaginatively using a range of vocabulary and sentence structures accurately. | |
| Key Questions: | <p>What is Dickens message to the reader?</p> <p>What contextual issues should we be aware of?</p> | How does Dickens present his ideas through the novel? | What is conflict and power and how are they presented? | What are the techniques for writing creatively? | How do we approach the GCSE exams? | What will our Spoken language presentation be? |
| Literacy/numeracy/SMSC/Character | <p>-Exploring morality/ supernatural narratives from Victorian England</p> <p>-Cultural capital by studying the text of a writer considered to be the quintessential British writer of his time.</p> <p>-Timelessness of the text's themes in relation to wealth, poverty and charity</p> <p>Vocabulary of 1800s. Tier 2 and 3 vocabulary. .</p> | | Discussions of outsiders, hubris, nature v man, codes of honour, death, grief, war and its far reaching consequences for soldiers and civilians. | Writing techniques for lively and engaging creative writing. Ambitious vocabulary. | Reading for meaning and language. Writing to describe and narrate. Poverty, emotional/physical tiredness, the difference between wealth and poverty. War is covered and grief. | Spoken standard English form. Ambition vocabulary tier 2 and 3 . |



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| Enrichment Opportunities | Globe theatre players in school With production of A Christmas Carol | | Visit to Poetry in Action Day. | Creative writing workshop with a writer | <u>Futures</u> Employability Skills: Formality of writing Literary analysis Time management Presentation skills Critical thinking Cultural capital Reading for meaning Debate Self-management Fluent/ Articulate communication skills | Debating |
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