



Denton Community College

Departmental Curriculum Map

Subject: English

Year Group: 10



	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Formal Exam Opportunities
Topics	<p>‘Language Paper 1’ English Language Paper 1 - Explorations in creative reading and writing</p>	<p>‘A Christmas Carol’ English Literature Paper 1 - 19th century text</p>	<p>‘Anthology Poetry War Cluster’ English Literature Paper 2 - Poetry</p>	<p>‘Language Paper 2’ English Language Paper 2 - Explorations in creative reading and writing</p>	<p>‘Romantics and Nature Poetry’ English Literature Paper2 - Poetry</p>	<p>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.</p> <p>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.</p>
What will students be doing during this unit?	<p>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.</p>	<p>Students will read, watch and analyse Dickens’ novella initially. Following this, students will dip into key extracts in order to analyse language, link to context and Dickens’ influences. The final element will be critical analysis of the novella exploring religion, allegory and the Victorian ghost story.</p>	<p>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</p>	<p>Students will cover the range of skills assessed in the AQA English Language Paper 2 series. This consists of transactional writing skills and exploring how writers use language to express their ideas and perspectives in non-fiction texts.</p>	<p>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</p>	

			Charge of the Light Brigade - Alfred Lord Tennyson Kamikaze - Beatrice Garland Remains - Simon Armitage War Photographer - Carol Ann Duffy Poppies - Jane Weir		London - William Blake 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?	Students will complete the full 1.45hr Language Paper 2 in exam conditions.	Students will complete the 45 minute '19th Century' section of paper 1 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 1.45hr 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	character, pathetic fallacy, tone, discourse marker, focus, subject terminology, evaluate, method, dystopia, description,	Allegory Redemption Poor Law Industrialisation Capitalism Morality	tone, voice, speaker, comparison, caesura, enjambment, stanza, simile, metaphor, repetition, personification, conflict, patriotism, ptsd	Perspective Inference Tone Voice Formality	tone, voice, speaker, comparison, caesura, enjambment, stanza, simile, metaphor, repetition, personification, conflict, Romantic, nature	

<p>Homework opportunities to broaden or deepen student knowledge</p>	<p>Practice Papers available through the shared drive revision folder Mr Watson's YouTube channel - videos revising Language Paper 1 Miss Wright's Youtube Videos covering the skills of Language Paper 2 Mini Mocks available through the shared drive Read all and any types of non-fiction for pleasure</p>	<p>Practice Papers available through the shared drive revision folder Mr Watson's YouTube channel - videos revising ACC and context Miss Wright's Youtube Videos covering the skills of answering 'A Christmas Carol' Wider reading list Reading the novella independently Revision cards of key quotations</p>	<p>Research essays and arguments to deepen contextual appreciation. Create and revise quotation cue cards/ Anthology notes. Complete practice exam questions. GCSE Pod Videos Mr Watson's YouTube channel - videos revising war anthology poetry Miss Wright's YouTube Videos</p>	<p>Practice Papers available through the shared drive revision folder Mr Watson's YouTube channel - videos revising transactional writing Miss Wright's Youtube Videos covering the skills of Language Paper 2 Mini Mocks available through the shared drive Read all and any types of non-fiction for pleasure</p>	<p>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</p>	
<p>Links to the National Curriculum</p>	<p>Reading a wide range of high-quality, challenging and extended literary non-fiction, such as essays, reviews and journalism. Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes</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. 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>Reading a wide range of high-quality and challenging - poetry Making comparisons choosing and reading texts independently for challenge, interest and enjoyment 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</p>	<p>Reading a wide range of high-quality and challenging - poetry Making comparisons choosing and reading texts independently for challenge, interest and enjoyment Making critical comparisons, referring to the, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading</p>	<p>Reading a wide range of high-quality and challenging - poetry Making comparisons choosing and reading texts independently for challenge, interest and enjoyment 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</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 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</p>	<p>Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</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 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>make an informed personal</p>	<p>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 texts, and drawing on knowledge and skills from wider reading</p>		<p>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 texts, and drawing on knowledge and skills from wider reading</p>	
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	rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate					
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