



# Denton Community College

## Departmental Curriculum Map

Subject: English

Year Group: 10



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	AQA GCSE English Language Paper 1	AQA GCSE English Literature 2B 'Power and Conflict'	AQA GCSE English Language Paper 2	AQA GCSE English Literature 2B 'Power and Conflict'	AQA GCSE Literature 1B: A Christmas Carol	Closing Learning Gaps
What will students do during this unit?	<p><a href="#">AQA Scheme of Assessment</a></p> <p>Students will focus on information retrieval to answer question one.</p> <p>Students will learn how to analyse language and build 'What, How, Why' paragraphs to answer question two.</p> <p>Students will learn the various techniques writers use to structure their writing. They will also be able to write about the effect.</p>	<p><a href="#">AQA Scheme of Assessment</a></p> <p>Students develop their ability to compare and analyse poetry. They will study the remaining 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.</p> <p>Students also discuss a wide range of cultural and societal issues relating to the</p>	<p><a href="#">AQA Scheme of Assessment</a></p> <p>Students will cover the range of skills assessed in the AQA English Language Paper 2 series.</p> <p>This consists of transactional writing skills and exploring how writers use language to express their ideas and perspectives in nonfiction texts.</p> <p>Students will learn how to imbed the various techniques of DAFORESTI to build</p>	<p><a href="#">AQA Scheme of Assessment</a></p> <p>Students develop their ability to compare and analyse poetry. They will study the remaining 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.</p> <p>Students also discuss a wide range of cultural and societal issues relating to the</p>	<p><a href="#">AQA Scheme of Assessment</a></p> <p>Students will read and analyse Dickens' novella in chronological order, focusing on key extracts in order to analyse language, link to context and Dickens' influences.</p> <p>The final element will be critical analysis of the novella exploring religion, allegory and the Victorian ghost story.</p>	<p>Data from assessments and written tasks will be analysed to identify the learning gaps in the students' Y10 journey.</p> <p>Students will have bespoke lessons built to help fill those gaps and ensure students are confident in their learning from this academic year.</p>

	<p>Students will develop their language analysis skills to write a more in depth RRP for question four.</p> <p>Students will build their descriptive writing in response to question five. They will work on both descriptive and narrative creative writing.</p>	contexts of the poems.	their persuasive writing.	contexts of the poems.		
<b>When will students be assessed?</b>	Students will complete an assessment at the end of term.	Students will be reviewed throughout the term. Feedback and the opportunity to improve will take place in review lessons.	Students will complete an assessment at the end of term.	Students will be reviewed throughout the term. Feedback and the opportunity to improve will take place in review lessons.	Students will be reviewed throughout the term. Feedback and the opportunity to improve will take place in review lessons.	Students will be reviewed throughout the term. Feedback and the opportunity to improve will take place in review lessons.
<b>How will students be assessed?</b>	Students will be assessed through responding to a GCSE style exam paper receiving personalised feedback from their teacher.	Students will be assessed through responding to a GCSE essay style question receiving personalised feedback from their teacher.	At the end of term, students will be assessed through responding to a GCSE style exam paper receiving personalised feedback from their teacher.	Students will be assessed through responding to a GCSE essay style question receiving personalised feedback from their teacher.	Students will be assessed through responding to a GCSE essay style question receiving personalised feedback from their teacher.	Students will be assessed through responding to a GCSE essay style question receiving personalised feedback from their teacher.
<b>Key Vocabulary</b>	Character, pathetic fallacy, tone, discourse marker, focus, subject terminology, evaluate, method, description,	Disorientated, Patriotism, Corruption, Defenceless, Detachment	Perspective, inference, tone, voice, formality	Tone, Voice, speaker, comparison, caesura, enjambment, identity	Apparition, Avarice, Jovial, Rebuke, Shroud	

<b>Homework opportunities to broaden or deepen student knowledge</b>	Students will have weekly spelling tests with vocabulary to revise set as homework. They will have an extended piece of writing set every fortnight.	Students will have weekly spelling tests with vocabulary to revise set as homework. They will have an extended piece of writing set every fortnight.	Students will have weekly spelling tests with vocabulary to revise set as homework. They will have an extended piece of writing set every fortnight.	Students will have weekly spelling tests with vocabulary to revise set as homework. They will have an extended piece of writing set every fortnight.	Students will have weekly spelling tests with vocabulary to revise set as homework. They will have an extended piece of writing set every fortnight.	Students will have weekly spelling tests with vocabulary to revise set as homework. They will have an extended piece of writing set every fortnight.
<b>Links to the National Curriculum</b>	<a href="#">Page 15-17</a> <b>Pupils should be taught to:</b> Summarise and organise material, and supporting ideas and arguments with any necessary factual detail.	<a href="#">Page 15-17</a> <b>Pupils should be taught to:</b> Summarise and organise material, and supporting ideas and arguments with any necessary factual detail.	<a href="#">Page 15-17</a> <b>Pupils should be taught to:</b> a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.	<a href="#">Page 15-17</a> <b>Pupils should be taught to:</b> Summarise and organise material, and supporting ideas and arguments with any necessary factual detail.	<a href="#">Page 15-17</a> <b>Pupils should be taught to:</b> Summarise and organise material, and supporting ideas and arguments with any necessary factual detail.	<a href="#">Page 15-17</a> <b>Pupils should be taught to:</b> Summarise and organise material, and supporting ideas and arguments with any necessary factual detail.