

Chipping Campden School: Year 10 English Curriculum Overview 2020-2021

| | Autumn: Term 1 & Term 2 | Spring: Term 3 | Spring: Term 4 | Summer: Term 5 & Term 6 |
|-------------------|---|---|--|---|
| Key Knowledge | <p>AQA Literature Paper 2 Modern Text: <i>Never Let Me Go</i> Studying Kazuo Ishiguro's 2005 dystopian novel</p> <p>GCSEPods</p> <ul style="list-style-type: none"> Context Summary Key Quotations Characters – Kathy Characters – Ruth Characters – Tommy Other Characters Themes – Lies & Deceit Themes – Friendship Themes – Identity Themes – Hopes & Dreams Themes – Free Will Themes – The Past Language & Structure Setting <p>MASSOLit: <i>Never Let Me Go</i></p> | <p>AQA Literature Paper 2 Poetry: Power & Conflict Exploring conflict poems in the AQA Poetry Anthology</p> <p>GCSEPods</p> <ul style="list-style-type: none"> Exposure-Wilfred Owen Charge of the Light Brigade – Alfred Lord Tennyson Remains – Simon Armitage War Photographer – Carol Ann Duffy Poppies – Jane Weir Bayonet Charge – Ted Hughes Kamikaze – Beatrice Garland Themes: Power & Conflict Poetry: Language devices Poetry: Structural devices Poetry: Form <p>MASSOLIT: Power & Conflict Poetry SENECA: AQA GCSE Power & Conflict Poetry</p> | <p>AQA Language Paper 1: Creative Reading & Writing Responding creatively to dystopian fiction extracts</p> <p>GCSEPods</p> <ul style="list-style-type: none"> Reading 19th century fiction Reading 20th century fiction Reading 21st century fiction Narrative Point of View Story openings Story endings Reading narrative writing Reading descriptive writing Reading and interpreting characters Reading and interpreting atmospheric description Types of sentences and paragraphs Full stops, exclamation marks and capital letters Apostrophes and quotation marks Commas, colons, semi-colons and brackets Vocabulary, parts of words, suffixes and prefixes <p>SENECA: AQA GCSE English Language</p> | <p>AQA Literature Paper 1 Shakespeare: <i>Macbeth</i> Studying Shakespeare's famous 1606 tragedy</p> <p>GCSEPods</p> <ul style="list-style-type: none"> Context: Historical Plot Overview: Act 1-2 Plot Overview: Act 3-4 Plot Overview: Act 5 Characters: Macbeth Characters: Lady Macbeth Characters: The Witches Characters: Banquo Characters: Macduff Themes: Ambition Themes: Gender Themes: The Supernatural Themes: Guilt Dramatic Techniques Language & Structure <p>MASSOLIT: <i>Macbeth</i> SENECA: AQA GCSE <i>Macbeth</i></p> |
| Links to Learning | <p>Links to previous learning</p> <p>This unit builds on the aspects of narrative (narrative arc, character archetypes, plot types, genre, symbols and motifs) studied within set novels at KS3. Links to the curriculum include:</p> <p>←Y9 <i>Dystopia</i>: dystopian conventions, concept of eugenics ←Y8 <i>Gothic Tales</i>: unreliable narrators, memento mori ←Y7 <i>Moon Seeds</i>: science fiction conventions ←Y7 <i>The Hobbit</i>: ideas about friendship, loyalty and betrayal</p> <p>Links to future learning</p> <p>→Y10 <i>Language Paper 1</i>: dystopian conventions →Y10 <i>Macbeth</i>: ethics and morality, loyalty and betrayal →Y11 <i>Dr Jekyll & Mr Hyde</i>: non-linear structure, Darwinian theory, ethics and morality, scientific advancements</p> | <p>Links to previous learning</p> <p>This unit builds on the aspects of poetry (poetic forms, poetic devices, phonological devices) studied within set poetry units at KS3: Y8 Words of War and Y9 Romanticism. Links to the curriculum include:</p> <p>←Y9 <i>Dystopia</i>: ideas about power and control ←Y8 <i>Words of War</i>: study of war poets Owen & Tennyson ←Y7 <i>The Tempest</i>: ideas about power of humans and nature</p> <p>Links to future learning</p> <p>→Y11 <i>Power Poetry</i>: ideas about power and control →Y11 <i>Unseen Poetry</i>: revision of poetic forms and devices</p> | <p>Links to previous learning</p> <p>This unit builds on the study of a range of fiction texts in our KS3 anthologies and the deliberate practice of writing forms throughout Y7-9. Links to the curriculum include:</p> <p>←Y10 <i>Never Let Me Go</i>: dystopian conventions ←Y9 <i>Dystopia</i>: descriptive and narrative writing ←Y8 <i>Gothic Tales</i>: the short story form ←Y7 <i>Moon Seeds</i>: descriptive writing</p> <p>Links to future learning</p> <p>→Y10 <i>Macbeth</i>: Language and structural devices →Y11 <i>Language Paper 2</i>: word classes, sentence and narrative structures</p> | <p>Links to previous learning</p> <p>This unit builds on the study of Shakespearean texts at KS3: Y7 <i>The Tempest</i>, Y8 <i>Romeo and Juliet</i> and Y9 Shakespearean Speeches. Links to the curriculum include:</p> <p>←Y10 <i>Never Let Me Go</i>: ideas about loyalty and betrayal ←Y9 <i>Dystopia</i>: ideas about war, power and control ←Y8 <i>Romeo & Juliet</i>: the concept of the tragic hero ←Y8 <i>Gothic Tales</i>: presentation of women ←Y7 <i>Myths & Legends</i>: Greek and Roman allusions</p> <p>Links to future learning</p> <p>→Y11 <i>Dr Jekyll & Mr Hyde</i>: ideas about social status, literary and biblical allusions, tragic conventions →Y11 <i>Power Poetry</i>: ideas about power and control, political theory i.e. Machiavelli</p> |
| Assessment | <p>Knowing: Knowledge Checks</p> <p>Formative: Three multiple-choice quizzes on Parts 1-3 of the novel</p> <p>Thinking: Analytical Paragraphs</p> <p>Formative: Students craft three analytical paragraphs with a focus on embedded quotations and writer's methods: <i>How does Ishiguro present the friendship of Kathy & Ruth?</i></p> <p>Communicating: Full Exam Practice</p> <p>Summative: Students complete a 1 hour exam practice under timed conditions: <i>How does Ishiguro present [a theme or a character]?</i></p> | <p>Knowing: Knowledge Check</p> <p>Formative: One multiple-choice quiz on poetic terminology</p> <p>Thinking: Analytical Paragraphs</p> <p>Formative: Students craft three analytical paragraphs with a focus on writer's methods and context: <i>Compare how poets present the effects of war in Remains and one other poem.</i></p> <p>Communicating: Full Exam Practice</p> <p>Summative: Students complete a 1 hour exam practice under timed conditions: <i>Compare how poets present ideas about war in two poems.</i></p> | <p>Knowing: Knowledge Checks</p> <p>Formative: One multiple-choice quiz on language terminology and one multiple-choice quiz on <i>NLMG</i></p> <p>Thinking: Short Exam Practice</p> <p>Formative: Students complete a practice question Q3 or Q4, focusing on embedded quotations and writer's methods.</p> <p>Communicating: Exam Practice</p> <p>Summative: Students complete a 1-hour Language Paper 1 Section A under timed conditions in prep for mock exams at the start of Term 5: <i>Language Paper 1 & Literature Paper 2</i></p> | <p>Knowing: Knowledge Checks</p> <p>Formative: Three multiple-choice quiz on Acts 1-2, Acts 3-4 and Act 5 of <i>Macbeth</i>.</p> <p>Thinking: Analytical Paragraphs</p> <p>Formative: Students craft three analytical paragraphs with a focus on writer's methods and context: <i>Explain how far Shakespeare presents Lady Macbeth as a powerful woman</i></p> <p>Communicating: Full Exam Practice [Summative]</p> <p>Summative: Students complete a 1 hour exam practice under timed conditions: <i>Explain how far you think Shakespeare presents Macbeth as a hero.</i></p> |