

Rainford High School – Department: English

	Year 10 Curriculum					
	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Topic	English Literature Paper 2 Section B: <i>Poetry Anthology</i> English Language Paper 1 Section B: <i>Descriptive Writing</i>	English Literature Paper 1 Section B: A <i>Christmas Carol</i>	English Literature Paper 2 Section B: <i>Poetry Anthology</i> English Language Paper 1 Section B: <i>Narrative Writing</i>	English Literature Paper 1 Section A: <i>Romeo and Juliet</i>	English Language Paper 1 Section A: <i>Fiction reading analysis</i>	English Literature Paper 2 Section B: <i>Poetry Anthology</i>
Essential knowledge, skills and understanding	<p><i>Poetry Anthology:</i></p> <ul style="list-style-type: none"> - Contextual information of <i>Ozymandias, The Prelude, London, Storm on the Island</i> - Key themes (power of nature, abuse of power, effects of conflict) - Analysis of literary methods - Exploration of the writers' intentions - Use of Tier 2 vocabulary (thesis statements and 	<p><i>A Christmas Carol:</i></p> <ul style="list-style-type: none"> - Contextual information (Dickens, Gothic genre, Victorian society, Malthus, religion) - Key themes (redemption, family, Christmas, supernatural) - Analysis of literary methods - Exploration of the writers' intentions - Use of Tier 2 vocabulary (thesis statements and ideas of analysis) 	<p><i>Poetry Anthology:</i></p> <ul style="list-style-type: none"> - Contextual information of <i>Remains, War Photographer, Exposure, Bayonet Charge</i> - Key themes (reality of conflict, effect of conflict, power of war) - Analysis of literary methods - Exploration of the writers' intentions - Use of Tier 2 vocabulary (thesis statements and 	<p><i>Romeo and Juliet:</i></p> <ul style="list-style-type: none"> - Contextual information (Shakespeare, tragedy genre, Elizabethan society, patriarchal society) - Key themes (love, conflict, fate and destiny) - Analysis of literary methods - Exploration of the writers' intentions - Use of Tier 2 vocabulary (thesis 	<p><i>Fiction reading analysis:</i></p> <ul style="list-style-type: none"> - Summarising key points of a text - Selecting relevant information from a text - Analysis of literary and linguistic methods - Analysis of the structure and organisation of a text - Evaluation of ideas and methods in a text - Use of Tier 2 vocabulary (ideas of analysis) 	<p><i>Poetry Anthology:</i></p> <ul style="list-style-type: none"> - Contextual information of <i>Poppies, The Emigree, Kamikaze, Charge of the Light Brigade, My Last Duchess, Checking out me History, Tissue</i> - Key themes (effect of conflict, power of memories, abuse of power) - Analysis of literary methods - Exploration of the writers' intentions

	<p>ideas of analysis or comparison)</p> <ul style="list-style-type: none"> - Use of Tier 3 vocabulary (subject terminology) <p><i>Descriptive Writing:</i></p> <ul style="list-style-type: none"> - Whole text structure - Using language to create specific effects - Variety of sentence structures for effect - Use of Tier 2 vocabulary - Accurate spelling, punctuation, grammar and syntax 	<ul style="list-style-type: none"> - Use of Tier 3 vocabulary (subject terminology) 	<p>ideas of analysis or comparison)</p> <ul style="list-style-type: none"> - Use of Tier 3 vocabulary (subject terminology) <p><i>Narrative Writing:</i></p> <ul style="list-style-type: none"> - Whole text structure - Using language to create specific effects - Characterisation - Variety of sentence structures for effect - Use of Tier 2 vocabulary - Accurate spelling, punctuation, grammar and syntax 	<p>statements and ideas of analysis)</p> <ul style="list-style-type: none"> - Use of Tier 3 vocabulary (subject terminology) 	<ul style="list-style-type: none"> - Use of Tier 3 vocabulary (subject terminology) 	<ul style="list-style-type: none"> - Use of Tier 2 vocabulary (thesis statements and ideas of analysis or comparison) - Use of Tier 3 vocabulary (subject terminology)
Assessments and assessment focus	<ul style="list-style-type: none"> - Retrieval testing of knowledge organisers - <i>Poetry Anthology:</i> Compare how 	<ul style="list-style-type: none"> - Retrieval testing of knowledge organisers - <i>A Christmas Carol:</i> How does Dickens present 	<ul style="list-style-type: none"> - Retrieval testing of knowledge organisers - <i>Poetry Anthology:</i> Compare how 	<ul style="list-style-type: none"> - Retrieval testing of knowledge organisers - <i>Romeo and Juliet:</i> How does Shakespeare 	<ul style="list-style-type: none"> - Retrieval testing of knowledge organisers - <i>English Language Paper 1</i> past paper response 	<ul style="list-style-type: none"> - Retrieval testing of knowledge organisers - Mock exams (<i>English Language Paper</i>)

	<p>the power of nature is presented in two poems from the anthology</p> <p>- <i>Descriptive Writing:</i> Describe a storm at sea</p>	<p>the importance of family in the text?</p> <p>- <i>A Christmas Carol:</i> How does Dickens present Scrooge throughout the text?</p>	<p>the reality and effects of conflict are presented in two poems from the anthology</p> <p>- <i>Narrative Writing:</i> Write a narrative about an experience of war</p>	<p>present attitudes to love in the text?</p> <p>- <i>Romeo and Juliet:</i> How does Shakespeare present ideas about conflict throughout the text?</p>		<p><i>1A&B, English Literature Paper 1A&B, English Literature paper 2B)</i></p>
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