



Year 10 English

Curriculum Overview

| Year: 10 Sets 1a-4b | | | |
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| <p>Overview of Units</p> <ul style="list-style-type: none"> - Spoken Language Study - Creative Writing - Shakespeare and Literary Heritage - Extended Reading - Exploring Modern Texts - Understanding and producing non-fiction texts | <p style="text-align: center;">Knowledge, Understanding and Skills</p> <ul style="list-style-type: none"> ✓ Applying a technically analytical approach (using appropriate terminology) to speech transcripts. ✓ Explore the (multiple) reasons for a range of specific adaptations of speech in different contexts. ✓ Explore two sides of an argument: evaluating both positive and negative attitudes towards slang. ✓ Writing descriptively and evocatively to create a short narrative or part of a narrative. ✓ Selecting a range of well-judged vocabulary. ✓ Structuring a short narrative effectively, showing an awareness of the concept of the narrative arc (and, for more able students, possibly subverting it with non-linear chronology.) ✓ Using accurate and emphatic punctuation and grammar and improving the accuracy of their spelling. ✓ respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations ✓ explain how language, structure and form contribute to writers' presentation of ideas, themes and settings ✓ make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times ✓ Read and understand texts, selecting material appropriate to purpose. ✓ Develop and sustain interpretations of writers' ideas and perspectives. ✓ Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader. | <p style="text-align: center;">Numeracy</p> <p>Task Timing Timing of pauses in transcripts Word count Tables Venn Diagramming Tension/Plot charts</p> | <p style="text-align: center;">SMSC</p> <p>Moral: discussion and debate of ethics of topics/issues. Social: Opportunities should be afforded to students to work collaboratively in a variety of groups to complete set tasks, particularly in the collection of initial spoken language data. Cultural: Consider the varied forms of the English language (including dialects) and attitudes towards them.</p> |
| <p>Assessments</p> <p>LANG3c – Spoken Language Study Some schools are trying to ban students from using slang in school. Explore some of the issues and attitudes surrounding these attempts.</p> <p>LANG3b – Creative Writing – ‘Moving Image’ Use the title of a film as the basis for a piece of writing.</p> <p>LANG3b – Creative Writing – ‘Recreations’ Use a scene from a Shakespeare play as the inspiration for a piece of writing.</p> <p>LIT3 – Shakespeare and Literary Heritage Compare the ways Shakespeare and another writer present characters.</p> <p>LANG 3b Creative Writing - Commissions Use a colour as the inspiration for a piece of writing</p> <p>LANG 3a Extended Reading Explore the way a writer presents a place, character or relationship.</p> <p>LANG 1 – Understanding and Producing Non-Fiction Texts Practice exam papers from the AQA syllabus</p> | | <p style="text-align: center;">Texts and Resources</p> <ul style="list-style-type: none"> ❖ ‘To Kill a Mockingbird’- Harper Lee ❖ ‘Of Mice and Men’- John Steinbeck ❖ ‘Mister Pip’ – Lloyd Jones ❖ <i>Macbeth</i> ❖ <i>Great Expectations</i> ❖ <i>Henry V</i> ❖ <i>WW1 Poetry collection</i> ❖ SJCR Non-Fiction Anthology ❖ Articles: <ul style="list-style-type: none"> • <i>London school bans pupils from using ‘innit’, ‘like’, and ‘bare’</i>; The Guardian; 15/10/2013 • <i>Mind your Slanguage</i>; Vaneesa Barford; BBC News ❖ http://web.aqa.org.uk/presentation/english/spoken-language-resource/ - really worth exploring although it is based on the 2012 task bank. | |

Sir John Cass English Curriculum Overview 2014-15: KS4 GCSE English Only and ELC– Year 10 (Set 5)

| | Autumn Term 1 (7 and a half weeks) | Autumn Term 2 (7 weeks) | Spring Term 1 (6 weeks) | Spring Term 2 (5 weeks) | Summer Term 1 (6 weeks) | Summer term 2 |
|----------------------|---|--|--|--|---|--|
| Unit Focus | ENG3a – Literary Reading – <i>Heroes</i> ELC – Reading U4 | ELC – Writing U8 ELC – S&L U18 ENG3b – Creative Writing ENG3a – Literary Reading – <i>WW1 Poetry</i> | ELC – Reading U3 ELC – S&L U17 ELC – Reading U11 ENG3a – Literary Reading – <i>Henry V</i> | ELC – S&L U17 ELC – Writing U6 ENG3b – Creative Writing | ENG3b – Literary Reading – <i>Of Mice and Men</i> ENG3b – Creative Writing | ENG1 – Understanding and Producing Non-Fiction Texts ENG3b – Creative Writing ELC – Reading U2 CA and ELC Folder Consolidation |
| Texts | • Robert Cormier - <i>Heroes</i> | WW1 Poetry anthology | • William Shakespeare - <i>Henry V</i> | • <i>Film</i> | • John Steinbeck - <i>Of Mice and Men</i> | |
| Assessments | ELC – Reading U4 Externally set text and questions – to be completed in first week as early gauge of comprehension levels. First PEE practice Read the flashback section at the end of chapter 3 (pages 20-22). What do you find effective about Cormier’s description of Francis’ experience in the war? Assessed Paragraphs (Potential CA if done well) Understanding Creative Texts – Heroes How does Cormier present Francis as both heroic and guilty? Main CA – ENG3a Understanding Creative Texts – Heroes (1-2 hours) How does Cormier present Francis’ two key decisions: to leave Larry and Nicole at the end of the dance and not to shoot Larry? | ELC – Writing U8 Externally set prompts- to be completed in first week as early gauge of written communication. First narrative practice (ELC style) 1) Create a section from a graphic novel to re-tell the story of ‘Dulce et Decorum Est’. 2) Plan and write a story for a teen audience about life as a soldier in the First World War called ‘Winter in Wartime’. ELC – S&L U18 Externally set prompts – use one of the poems as the ‘story’ for Task 2 Main CA – ENG3b – Producing Creative Texts Write a piece of descriptive writing called ‘Winter in Wartime’ Main CA – ENG3a Understanding Creative Texts – WW1 Poetry (1-2 hours) How do different WW1 poets present their strong feelings either for or against war? | ELC – Reading U3 Externally set questions to be completed with relation to <i>Henry V</i> . Suggested Scene for focus: Act 3, Scene 1 ELC – S&L U17 Externally set questions to be completed with relation to <i>Henry V</i> . ELC – Reading U11 1) Explain how a writer presents attitudes to war. 2) What similarities and differences are there in the ways different writers present attitudes to war? Which ones seem most convincing and why? Main CA – ENG3b – Recreations How does Shakespeare present Henry’s strong feelings of pride in his country and determination to win the war against the French? | ELC – S&L U16 Externally set prompts ELC – Writing U6 Externally set prompts – students should be encouraged to write negatively about the film for Task 2, in preparation for the GCSE CA Main CA – ENG3b – Producing Creative Texts Write a review of a film you loathe. | Assessed Paragraphs - Reading Read the description of the clearing and George and Lennie’s arrival in it. What do you find effective about this description of nature? Main CA – ENG3a Understanding Creative Texts – novel (1-2 hours) How does Steinbeck present Crooks’ room and/or the bunkhouse? Main CA – ENG3b – Producing Creative Texts Write about an important place in your life. | ELC – Reading U2 Externally set questions Full Unit 1 Mock Main CA – ENG3b – Producing Creative Texts ‘That was then, this is now.’ Write about a past event or moment in your life and how it has affected you. |
| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer term 2 |
| Year 11 Units | Possible additional Poetry CA ENG1 – Understanding and Producing Non-Fiction Texts | ENG1 – Understanding and Producing Non-Fiction Texts ENG3b – Creative Writing Section B Writing Focus – Accuracy Section A Reading Focus – Q3 | ENG1 – Understanding and Producing Non-Fiction Texts Section A Reading Focus – Q1,Q2 | ENG1 – Understanding and Producing Non-Fiction Texts Section A Reading Focus – Q4 | English Unit 1 - Understanding and Producing Non-Fiction Texts | N/A |

Year 11 English

Curriculum Overview

| Year: 11 Sets 1a-4a | | | |
|--|---|--|---|
| <p>Overview of Units</p> <ul style="list-style-type: none"> - Poetry Across Time - Creative Writing - Understanding written texts - Extended reading - Exploring Modern Texts - Understanding and producing non-fiction texts <p>Assessments</p> <p>LANG3b – Creative Writing – ‘Moving Image’ Use a still image from a film as the basis for a piece of writing.</p> <p>LANG 3a Extended Reading Explore the way a writer presents a place, character, relationship or theme.</p> <p>LIT1 Section A In Act 1, Mr Birling explains his view that “a man has to make his own way - has to look after himself...” How does Priestley present this and other ideas about Mr Birling in An Inspector Calls?</p> <p>LIT1 Section A How does Priestley present ideas about the differences between the older and younger generations in An Inspector Calls?</p> <p>Unseen Poem (30 minutes) Wilfred Owen – ‘The Last Laugh’ How does the poet present his feelings about the deaths of his fellow soldiers?</p> <p>LIT2 Section A –Comparison (45 minutes) Effects of conflict in ‘Belfast Confetti’ and one other poem Or Experience of soldiers in ‘Bayonet Charge’ and one other poem</p> <p>LANG 1 – Understanding and Producing Non-Fiction Texts Practice exam papers from the AQA syllabus</p> | <p>Knowledge, Understanding and Skills</p> <ul style="list-style-type: none"> ✓ Writing descriptively and evocatively to create a short narrative or part of a narrative. ✓ Selecting a range of well-judged vocabulary. ✓ Structuring a short narrative effectively, showing an awareness of the concept of the narrative arc (and, for more able students, possibly subverting it with non-linear chronology.) ✓ Using accurate and emphatic punctuation and grammar and improving the accuracy of their spelling. ✓ respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations ✓ explain how language, structure and form contribute to writers’ presentation of ideas, themes and settings ✓ make comparisons and explain links between texts, evaluating writers’ different ways of expressing meaning and achieving effects ✓ relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times ✓ Read and understand texts, selecting material appropriate to purpose. ✓ Develop and sustain interpretations of writers’ ideas and perspectives. ✓ Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader. | <p>Numeracy</p> <p>Task Timing Timing of pauses in transcripts Word count Tables Venn Diagramming Tension/Plot charts</p> | <p>SMSC</p> <p>Moral: discussion and debate of ethics of topics/issues. Social: Opportunities should be afforded to students to work collaboratively in a variety of groups to complete set tasks, particularly in the collection of initial spoken language data. Cultural: Consider the varied forms of the English language (including dialects) and attitudes towards them.</p> |
| | | <p>Texts and Resources</p> <ul style="list-style-type: none"> ❖ ‘To Kill a Mockingbird’ - Harper Lee ❖ ‘Of Mice and Men’ - John Steinbeck ❖ ‘Mister Pip’ – Lloyd Jones ❖ The Moon on the Tides Anthology ❖ SJCR Unseen Poetry Anthology ❖ SJCR Non-Fiction Anthology ❖ <i>An Inspector Calls</i> | |

Sir John Cass English Curriculum Overview 2014-15: KS4 GCSE English Language and Literature– Year 11 (Set4b- 5)

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|--------------------|--|--|--|---|---|----------------------|
| Unit Focus | ENG3a - Literary Reading - Poetry ENG1 - Understanding and Producing Non-Fiction Texts Section A Reading Focus – PEE skills | ENG1 – Understanding and Producing Non-Fiction Texts ENG3b – Creative Writing Section B Writing Focus – Accuracy Section A Reading Focus – Q3 | ENG1 – Understanding and Producing Non-Fiction Texts Section A Reading Focus – Q1,Q2 | ENG1 – Understanding and Producing Non-Fiction Texts Section A Reading Focus – Q4 | English Unit 1 - Understanding and Producing Non-Fiction Texts | - |
| Texts | <ul style="list-style-type: none"> • <i>SJCR Poems of Sorrow Anthology, including:</i> • Margaret Postgate Cole 'The Falling Leaves' • Wilfred Owen 'Futility' • James Joyce 'She Weeps Over Ragoon' | <ul style="list-style-type: none"> • SJCR Non-fiction Anthology • Past papers- <i>see note below</i> | <ul style="list-style-type: none"> • SJCR Non-fiction Anthology • Past papers- <i>see note below</i> | <ul style="list-style-type: none"> • SJCR Non-fiction Anthology • Past papers- <i>see note below</i> | <ul style="list-style-type: none"> • SJCR Non-fiction Anthology • Past papers- <i>see note below</i> | |
| Assessments | <p>Practice Poetry Analysis How does Joyce emphasize the speaker's sadness over the death of her beloved in 'She Weeps over Ragoon'?</p> <p>Practice Poetry Analysis What ideas about war are explored through the WW1 poets' presentation of sorrow?</p> <p>ENG3a – Literary Reading (2 hours) Explore the ways different poets present the theme of sorrow and sadness.</p> | <p>ENG1F Section B, Question 6 <i>JaKn</i> to provide paper in week of assessment</p> <p>ENG1F Section B, Question 3 Detailed feedback from extension paper – exploration of language use for effect</p> <p>ENG3b – Creative Writing (2 hours) The web host of a creative writing website approaches you to submit some writing for it. This month's theme is 'Colours.' Write a piece using one of the following titles as a starting point: 'The Red Mist' 'The Scarlet Shoes' 'Out of the Blue' 'The Ash Grey House'</p> | <p>ENG1F – Section A, Q1 and Q2 <i>JaKn</i> to provide paper in week of assessment</p> <p>ENG1F Section A, Q1, Q2, and Q3 <i>JaKn</i> to provide paper in week of assessment</p> | <p>ENG1F – Section A, Q4 <i>JaKn</i> to provide paper in week of assessment</p> <p>ENG1F Section A, Q4 <i>JaKn</i> to provide paper in week of assessment</p> | <p>ENG1F Section B <i>JaKn</i> to provide paper in week of assessment</p> <p>Assessment 2 – Teacher choice Practice of exam section identified by teacher (from analysis of prior assessment data, including extension responses) as requiring most work.</p> | - |
| Extension | Weeks 1-2: ENG1H Section B – Week 3: LANG3b – Creative Writing CA Weeks 4-5: ENG1F Section B Weeks 6-8: LANG3a – Extended Reading CA | Weeks 1-2: ENG1F Section B Weeks 3-5: ENG1F Section A – Week 6: Mock Exam week (probable) Week 7: Poetry consolidation During this term – Targeted group work on new LANG3c - Spoken Language Study CA | Week 1: ENG1F Q1, Q2, Q3 Week 2: ENG1F Q4 Week 3: Giveback/Consolidation Week 4: ENG1F Q1, Q2, Q3 Week 5: ENG1F Q4 | Week 1: ENG1F Q1, Q2, Q3 Week 2: ENG1F Q4 Week 3: Giveback/Consolidation Week 4: ENG1F Q5 and Q6 Week 5: Literature consolidation/ revision timetables, etc. | Week 1: ENG1F Q1, Q2, Q3 Week 2: ENG1F Q5 and Q6 Week 3: Literature consolidation Week4: Language consolidation | |
| Notes | Writing section in first two weeks' extension used to diagnose literacy/creative composition issues | | | All Speaking and Listening tasks to be completed by end of term/ marks submitted on spreadsheet. | Provisional Exam Dates: ENG1 – Tuesday 2 nd June (AM) | |

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