

Curriculum Overview

English Year 10

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>
<u>Topic</u>	Short Stories - developing comprehension skills.	Transactional writing - writing reviews and reports	Speaking & listening tasks to be taught through: Speeches Discussion Debate	Narrative Writing - Component 1 Section B skills	Novel Study Heroes - focus is on Component 1 Section A skills	Complete Novel Study and Mini-Mock - focus on Component 1 Section A and B
<u>Skills and knowledge</u>	<ul style="list-style-type: none"> Identifying appropriate textual evidence. Commenting on the connotations of words. Constructing a language analysis 	<ul style="list-style-type: none"> structure and organisation of reviews. structure and organisation of a report. 	<ul style="list-style-type: none"> structure and organisation of speeches. Key features of a successful speech delivery. 	<ul style="list-style-type: none"> What makes a strong opening/ ending Four part plot structure (opening/conflict/climax/ending) Techniques to develop tension/ pace Characterisation 	<ul style="list-style-type: none"> Identifying appropriate textual evidence. Annotating a text effectively. Tracking a text 	<ul style="list-style-type: none"> Working under timed conditions <p>Improving understanding of all skills and knowledge covered in HT1, 4 and 5.</p>

	<p>response by using PEA.</p> <p>Improving comprehension skills:</p> <ul style="list-style-type: none"> • Skimming • Scanning • Summarising • prediction 	<ul style="list-style-type: none"> • Levels of formality when writing for different purposes and audiences. • Using different types of sentences. • Opening sentences in different ways. • Using punctuation to suit the formality of the text. <p>Improving understanding of:</p>	<ul style="list-style-type: none"> • The use of tone in speech delivery. • Listening carefully to others' ideas. • Recognising the difference between open and closed questions. • Listening carefully to questions and responding appropriately. <p>Improving understanding of:</p> <ul style="list-style-type: none"> • Researching specific topics. • Note taking. 	<ul style="list-style-type: none"> • Appropriate narrative devices • Appropriate use of dialogue. • Appropriate use of description of settings. <p>Include opportunities for:</p> <ul style="list-style-type: none"> • developing accurate grammar, spelling and punctuation 	<p>methodically.</p> <ul style="list-style-type: none"> • Commenting on the connotations of words. • Constructing a language analysis response by using PEAL. • Evaluating how a writer structures and organises their ideas to create effects. • Using inference to analyse a character. <p>Improving comprehension skills:</p> <ul style="list-style-type: none"> • Skimming • Scanning • Summarising • prediction 	
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Assessment Opportunities (F&S)	<p>Mid-term: What impressions does the writer create of...</p> <p>Summative: How does the writer create a tense and dramatic atmosphere?</p>	<p>Mid-term: Write a review</p> <p>Summative: Write a report</p>	<p>Mid-term: first attempt of GCSE speech delivered to peers/class teacher.</p> <p>Summative: final attempt of GCSE speech</p>	<p>Mid-term: Pupils write the opening and problem of their story.</p> <p>Summative: Pupils to write a complete narrative story based on one of the below titles:</p>	<p>Mid-term: Impressions and analysis OR evaluation question..</p> <p>Summative: Impressions and evaluation OR analysis question..</p>	<p>Summative: Component 1</p> <p>Section A and B delivered like a Walking Talking Mock</p>

			<p>delivery to peers/class teacher</p>	<p>a. Write about a time when you panicked;</p> <p>b. 'And if that was just the first day of the holiday, I certainly wasn't looking forward to the rest of it.'</p> <p>c. A most unlikely hero.</p> <p>d. Continue the following: 'As I came out, I was just so relieved it was all over...'</p> <p>e. Looking Back</p>		
CEIAG	<p>Interpreting and analysing texts for roles such as mechanical engineering.</p>	<p>Writing for a variety of purposes and audiences links with roles in media and journalism.</p>	<p>Developing strong verbal communication is key to roles in all industries.</p>	<p>Creating creative texts is needed for the role of author or poet.</p>	<p>Interpreting and analysing texts for roles such as legal lawyers and barristers.</p>	<p>Using skills such as working under timed conditions and meeting deadlines to help in careers such as journalism.</p>

Cultural Capital	-Opportunities to research/discuss /explore different cultures (e.g. America/Germany)	Coal Clough Cafe in-house restaurant experience.	Researching a topic of interest.	Author visit or watch online interviews with authors.	A visit to a war museum (Eden Camp).	Talk with previous students about their experience with GCSEs and revision. Interview style techniques.
Cross-Curricular Links	-Wider understanding of language -Links to PSHE (topics/themes arising in the short stories chosen).	-Food technology, Travel and Tourism and Photography: pupils from these subjects to support in the delivery of the restaurant experience.	-Good communication and speaking and listening skills link across all subjects.	-Links to PSHE when discussing creating stories with a moral purpose.	-Links to History and understanding the events of Pearl Harbour.	-Links to other formally examined subjects where skills like retrieval/recall/working under timed conditions are required.