



CHORLTON HIGH SCHOOL: CURRICULUM

CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 10

SUBJECT	English
----------------	---------



CHORLTON HIGH SCHOOL: CURRICULUM

Year Group	10					
Rationale/ Narrative	Year 10 2019-20 will be a Literature heavy year with opportunities interspersed for students to develop the skills needed for the Language qualification. Students will have an opportunity to complete their Spoken Language unit for their English Language qualification so this doesn't take up any valuable revision time in Year 11. By covering all the Literature topics in this year, along with vital revision materials, students will be well prepared to embark upon the revision year that will follow as they go into Year 11.					
	<u>Autumn 1</u> Lord of the Flies	<u>Autumn 2</u> Thematic Language	<u>Spring 1</u> Spoken Language & Creative Writing	<u>Spring 2</u> Macbeth	<u>Summer 1</u> Poetry Anthology	<u>Summer 2</u> Poetry Anthology & Summative Unit
KNOWLEDGE	<u>Literature Paper 2</u> <u>Modern Prose Section A</u> *Plot *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas	<u>Language Papers 1&2</u> <u>Theme: FEAR</u> *A range of fiction and non-fiction extracts centred around the theme of fear from the 19 th , 20 th and 21 st century will be explored *Purpose/Audience/Form *Appreciation of writers' craft	<u>Language Papers 1&2</u> <u>Writing sections and SL</u> *This unit is predominantly skills focused. Students will need to have knowledge of the skills listed below and how to apply them to their work.	<u>Literature Paper 1</u> <u>Shakespeare Section A</u> *Plot *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas	<u>Literature Paper 2</u> <u>Poetry Section B</u> *The overall ideas presented in all 15 poems *Overarching themes *Social and historical context *The methods used by the poets to convey key ideas	<u>Literature Paper 2</u> <u>All Sections</u> *The overall ideas presented in all 15 poems *Overarching themes *Social and historical context *The methods used by the poets to convey key ideas
SKILLS	*Show an awareness of the writer's methods *Include subject terminology confidently when analysing and writing responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated essay *Analyse the use of language and its impact on the reader *Understand the context of a text and how that links with the ideas within that text *Embed a range of quotes and references to support their ideas	*Exploration of language and structure used for effect within a range of texts *Plan critical essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated critical essay *Analyse the use of language and its impact on the reader *Understand the context of a text and how that links with the ideas within that text *Embed a range of quotes and references to support their ideas	*Develop their ability to craft a persuasive piece of writing on a topic they are passionate about. *Embed a range of effective devices for impact in their writing both discursive and creative based *Develop their ability to confidently present their ideas, consolidating their understanding of how to successfully apply the oracy protocols in a presentation for effect.	*Show an awareness of the writer's methods *Include subject terminology confidently when analysing and writing responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated essay *Analyse the use of language and its impact on the reader *Understand the context of a text and how that links with the ideas within that text *Embed a range of quotes and references to support their ideas	*Show an awareness of the writers' methods *Include subject terminology confidently when analysing and writing comparative responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated comparative essay *Analyse the use of language and its impact on the readers *Understand the context of the poems and how that links with the ideas within the poetry	*Show an awareness of the writers' methods *Include subject terminology confidently when analysing and writing comparative responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated comparative essay *Analyse the use of language and its impact on the readers *Understand the context of the poems and how that links with the ideas within the poetry



CHORLTON HIGH SCHOOL: CURRICULUM

		*Develop their ability to craft their own pieces of writing, using an appropriate 'voice' and range of devices for impact.			*Embed a range of quotes and references to support their ideas	*Embed a range of quotes and references to support their ideas
ASSESSMENTS	<p><i>Students will complete 5 assessment points across the autumn term. The TWO progress checks within this half term will be based on LOTF and will:</i></p> <ul style="list-style-type: none"> *Consolidate the students' awareness of characters and events *Ensure that students are developing their level of analysis. *Check for technical accuracy (QWC) 	<p><i>Students will complete THREE progress checks across this half term. Two of them will be language based running alongside the language unit. These progress checks will:</i></p> <ul style="list-style-type: none"> *Check students' ability to analyse language and structural choices made by writers *Check personal opinions on texts they read across 19th, 20th and 21st centuries *Check students' ability to write discursively, ensuring that they engage their readers throughout and blend their devices effectively <p><i>The other will be a Progress Test on Lord of the Flies which students will need to revise for independently. This progress check will:</i></p> <ul style="list-style-type: none"> *Consolidate the students' awareness of characters and events *Ensure that students are developing their level of analysis. *Check for technical accuracy (QWC) 	<p><i>Students will complete 5 assessment points across the spring term. The TWO progress checks within this half term will be based on the writing and the delivery of the Spoken Language performances. The progress checks will:</i></p> <ul style="list-style-type: none"> *Check students' ability to write discursively, ensuring that they engage their readers throughout and blend their devices effectively *Check their ability to confidently present their ideas, consolidating their understanding of how to successfully apply the oracy protocols in a presentation for effect. 	<p><i>Students will complete THREE progress checks across this half term. Two of them will be Macbeth based running alongside the Literature unit. These progress checks will:</i></p> <ul style="list-style-type: none"> *Consolidate the students' awareness of characters and events *Ensure that students are developing their level of analysis. *Check for technical accuracy (QWC) <p><i>The other will be a Progress Test on discursive writing which students will need to revise for independently. This progress check will:</i></p> <ul style="list-style-type: none"> *Check students' ability to write creatively, ensuring that they engage their readers throughout and blend their devices effectively as well as considering how well they structure their piece. 	<p><i>Students will complete 5 assessment points across the summer term. The TWO progress checks within this half term will be based on poetry anthology and will:</i></p> <ul style="list-style-type: none"> *Consolidate the students' understanding of the poems *Ensure that students are developing their level of analysis through a comparative response 	<p><i>Students will complete THREE progress checks across the half term. The first will be based on unseen poetry, the second will be a Progress Test/mock exam which will be sections B&C of Lit Paper 2 (poetry anthology and unseen poetry). These progress checks will:</i></p> <ul style="list-style-type: none"> *Consolidate the students' understanding of the anthology poems *Ensure that students are developing their level of analysis through a comparative response *Ensure that students are developing their analysis in depth when responding to an unseen poem. <p><i>The third will be creative writing based and will:</i></p> <ul style="list-style-type: none"> *Check students' ability to write creatively, ensuring that they engage their readers throughout and blend their devices effectively as well as considering how well they structure their piece.