ancora house school

‘Building Resilience for Future Success’

Year 10 English Literature Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics covered	**A Christmas Carol** **English Literature Paper One** Watch animated version to consolidate understanding of plot (30 minutes). Introduction to Dickens and the social and historical context of the novella. Read Staves 1-3 of the novella. First impressions of Scrooge. Introduction of vocabulary to describe Scrooge.	**A Christmas Carol** **English Literature Paper One** Read Staves 4 and 5 Analysis of key themes and motifs in the novella.	**An Inspector Calls** **English Literature Paper Two** Introduction to Priestley and the social and historical context of the novella. Read acts 1-3 of the play. Focus on consolidating knowledge and understanding of plot and characters.	**An Inspector Calls** **English Literature Paper Two** Analysis of key themes and motifs in the play. Essay planning and thesis statements to prepare for assessment.	**Power and Conflict Poetry** **English Literature Paper Two** **Power Poems** Ozymandias London The Prelude My Last Duchess Storm on the Island Tissue The Emigree Checking Our Me History	**Power and Conflict Poetry** **English Literature Paper Two** **Conflict Poems** The Charge of the Light Brigade Exposure Bayonet Charge Remains Poppies War Photographer Kamikaze

					Making links between poems.	Making links between poems.
Application	Tasks may include: Understanding context task in course reader booklet and prepare / read / review context task. When considering the character of Scrooge, students will complete the quotation tracker, comment and analysis pause and motif tracker tasks in the course reader booklet. Completion of the significance of other characters task in course reader. Completion of vocabulary checker activity to support analysis of Scrooge. Annotation of sample / model responses. Oracy – group discussions, opportunities for drama activities.	Tasks may include: Completion of comparison of deaths of Scrooge and Tiny Tim task at the end of stave 4. Completion of task**:** list the events which show that Scrooge has changed for the better at the end of stage 5. Completion of tasks based on motifs and themes. to a thematic question Analysis of an extract and responding. Annotation of sample / model responses. Oracy – group discussions, opportunities for drama activities.	Tasks may include: Completion of understanding context task in course reader booklet and prepare / read / review context task. Independent research to enhance contextual knowledge. Creation of mind map / knowledge organiser. Completion of events tracker and plot timeline in course reader. Completion of character profiles. Annotation of sample / model responses. Oracy – group discussions, opportunities for drama activities.	Tasks may include: Completion of motif tracker in course reader booklet. Completion of tasks based on themes such as mind maps and knowledge organsiers. Completion of guided and independent planning tasks. Annotation of sample / model responses. Oracy – group discussions, opportunities for drama activities.	Tasks may include: Annotated poems Completion of understanding context tasks. Completion of introductory tasks, summary tasks, quotation explosions and consolidation task handouts. Completion of comparison grid and matching poems task. Annotation of sample / model responses. Oracy – group discussions, performance poetry.	Tasks may include: Annotated poems Completion of understanding context tasks. Completion of introductory tasks, summary tasks, quotation explosions and consolidation task handouts. Completion of comparison grid and matching poems task. Annotation of sample / model responses. Oracy – group discussions, performance poetry.

Prior Knowledge	Reading of class novels at KS3 and recall of reading skills linked to this.	Reading of class novels at KS3 and recall of reading skills linked to this.	Reading of class play at KS3 and recall of reading skills linked to this.	Reading of class play at KS3 and recall of reading skills linked to this.	Reading of poems at KS3 and recall of reading skills linked to these.	Reading of poems at KS3 and recall of reading skills linked to these.
Assessment	**Formative assessment:** How does Dickens present Scrooge in Stave 1? Analytical paragraph in course reader booklet. **Summative assessment** How does Dickens present the Cratchit family and Tiny Tim in stave 3?	**Formative assessment:** Starting with this extract, how does Dickens use the supernatural to create intrigue and excitement in A Christmas Carol? (Extract taken from Stave 3). **Summative assessment:** Starting with this extract, how does Dickens present the theme of redemption in A Christmas Carol? (Stave 4)	**Formative assessment:** How does Priestley present Mr Birling in Act One? **Summative assessment:** How does Priestley present the change in the character of Sheila?	**Formative assessment:** How is the idea of collective responsibility explored in this play? **Summative assessment:** How does Priestly present the different attitudes between the older and younger generations?	**Formative assessment:** Comparative paragraphs guided task. **Summative assessment:** Comparative paragraphs independent task.	**Formative assessment:** Compare how poets present the effects of war in 'Bayonet Charge' and one other poem from the 'Power and Conflict' cluster. **Summative assessment:** Compare how poets present the ways people are affected by conflict in 'Kamikaze' and in one other poem from 'Power and conflict'.
Skills Builder and Preparation for Adulthood	SB: Speaking, listening, planning, adapting, problem solving. PFA: Community inclusion, employment.	SB: Speaking, listening, planning, adapting, problem solving. PFA: Community inclusion, employment.	SB: Speaking, listening, planning, adapting, problem solving, creativity. PFA: Community inclusion, employment.	SB: Speaking, listening, planning, adapting, problem solving, creativity. PFA: Community inclusion, employment.	SB: Speaking, listening, planning, adapting, problem solving, creativity. PFA: Community inclusion, employment.	SB: Speaking, listening, planning, adapting, problem solving, creativity. PFA: Community inclusion, employment.

Assessment Objective	
AO1	Read, understand and respond to texts. Maintain a critical style and develop an informed personal response. Use textual references to support and illustrate interpretations.
AO2	Analyse the language, structure and form used by a writer to create meanings and effects, using relevant terminology where appropriate.
AO3	Show understanding of the relationship between texts and the contexts in which they were written.
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.