

**Year 10**

Subject: **English**

Curriculum and Assessment Progression Map

Holy Family

Catholic High School

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| **Key Learning Constructs to be developed over the academic year. – Core Knowledge** | **Scheme of Learning**  **Autumn Term** | | **Scheme of Learning**  **Spring Term** | | **Scheme of Learning**  **Summer Term** | |
|  | **Part 1: Macbeth**  Context of the play-Shakespeare’s life and the time he lived in  How the plays were performed – the Globe. Key themes: Ambition, Guilt, Free Will, Fate/Destiny, Regicide, Supernatural. Key characters: Macbeth, Lady Macbeth, Banquo, Three witches, King Duncan, Malcolm, Macduff, Donalbain.  **Part 2: Pre 20th Century Novel: A Christmas Carol**  Historical context of the novel. Victorian literature. Religion and the Supernatural. Key characters of: Scrooge, Marley’s Ghost, The Ghosts of Christmas Past, Present and Yet to come, Bob Cratchit, Tiny Tim, Fred. Key themes of: Greed, Poverty, Family, Society, Isolation. | | **Part 3: An Inspector Calls (includes some Language Paper 2 work)**  Historical context of the play  The importance of the opening stage directions  Key themes of: Family, Social class, Young and old, Men and women, Judgement, Learning/change, Social responsibility. Key characters of: The Inspector, Arthur Birling, Sybil Birling, Sheila Birling, Eric Birling, Gerald Croft, Eva Smith/Daisy Renton.  **Part 4: English Language Paper 1**  Paper 1 Question 1 – Explicit information  Paper 1 Question 2 – Language  Paper 1 Question 3 – Structure  Paper 1 Question 4 – Evaluation  Paper 1 Question 5 – Descriptive/Narrative Writing | | **Part 5: English Language Paper 2**  Paper 2 Question 1 – Identifying true/false statements  Paper 2 Question 2 – Summary/synthesis  Paper 2 Question 3 – Language  Paper 2 Question 4 – Comparison  Paper 2 Question 5 – Transactional writing  **Part 6: Power and Conflict Poetry**  Understanding the different forms of power and conflict. Romanticism. Poetic form and structure. Poetic techniques. Poetic voice (including the difference between author and speaker). Rhythm and Metre. Themes in poetry. Links between poems. Historical context for poems. | |
| **Hinterland Knowledge** | **Part 1 and 2:** Shakespeare’s life in context, Supernatural, Healthcare and medicine, society, Religion.  **Part 2:** Victorian London. Workhouses and Debtors Prisons, The Poor Law, Thomas Malthus. | | **Part 3** Morality plays, Whodunnits, Socialism, Capitalism, J.B. Priestley’s views on relationships with women, J.B. Priestley’s biography, Reference to J.B. Priestley’s novel daylight on Saturday, Post-war Britain, The Welfare State, Biblical teachings of the concept of being members of one body. Biblical imagery of the Holy Spirit, Noblesse Oblige, Victorian morality, The Beveridge Report.  **Part 4:** Hinterland knowledge for this SoL is entirely dependent on the topics being covered in the texts and this could cover a whole range of things. E.g. if students look at the vigilantes texts for Paper 2 then hinterland knowledge could include: issues affect aboriginal peoples, kidnap, mob rule, criminality, and lynchings. | | **Part 5 :** See Part 4  **Part 6:** References to additional poems – Browning: The Laboratory and Porphyria’s Lover, Wilfred Owen’s biography, The role of poet laureate, Tim Hetherington/Paul Conroy/Kevin Carte/Nick Ut – teachers may wish to refer to other war photographers but knowing Nick Ut at the very least is important. The Iraq War (2001 onwars), Guardsman Troman’s biography, The Not Dead documentary, Additional poem: John McCrae – In Flander’s Field. | |
| **Assessment: -Formative**  **-Summative Pieces** | “Do Now” quizzes. Fix the error. Cold calling. Interleaved retrieval quizzing. Plickers\* Show-call Live marking | | | | | |
| End of unit assessments. | | End of unit assessments. | | End of unit assessments. | |
| **Key Vocabulary** | **Part 1:**  Morality, Responsibility, Ambition,Symbolism, Royalty,  Regicide, Subvert, Jacobean,  Hierarchy, Chain of Being | **Part 2:**  Society, Poverty, Greed, Idol, Victorian, Ignorance, Want. | **Part 3:**  Morality, Responsibility, Allegory, Symbolism, Community, Socialism, Capitalism, Aristocracy, Noblesse oblige  Hierarchy, Welfare, Dependency, Collective, Prejudice, Hypocrisy. | **Parts 4 and 5**  Synthesis, Evaluation, Structure, Convey, Discourse markers, Demarcation. In this section there will also be a range of key terms in this section that are text specific. E.g. with the hinterland example of vigilantes above students would need to know the terms vigilant, vigilantism, and regulators. The specific terms for this section will vary from text to text. | | **Part 6:**  Sonnet, Rhyme, Rhythm, Metre, Dramatic Monologue,  End, Stopping, Caesura, Couplets, Sibilance, Alliteration, Blank Verse, Assonance, Volta, Enjambment, Transient,  Romanticism |
| **Key Skills** | Writing formally. Writing in Standard English. Essay structure. Crafting a personal response. Use of quotations. Identifying and analysing language techniques. Writing non-fiction – Letters. Employing grammatical structures for effect. Employing punctuation for effect | | Writing in Standard English. Identifying language devices. Identifying poetic conventions. Identifying and analysing language techniques. Using subject terminology accurately. Writing comparatively, evaluatively and analytically. Crafting a personal response. Employing figurative language. Writing for an audience. Writing for a purpose. Employing grammatical structures for effect. Employing punctuation for effect. | | Analytical writing – Literature. Use of quotations. Writing formally. Writing in Standard English. Essay structure. Identifying and analysing language techniques. Crafting a personal response.  Identifying and analysing structural features. | |
| **Opportunities outside the taught curriculum** | Macbeth Theatre Visit. Student access to Digital Theatre+ for a theatre performance of A Christmas Carol. An Inspector Calls Theatre visit | | | | | |