



ENGLISH CURRICULUM MAP YEAR 10

AUTUMN TERM

A CHRISTMAS CAROL & LANGUAGE PAPER 1

<p>Students will be taught A Christmas Carol with ‘Conflict’ poems thematically linked interleaved.</p>		<p>A Christmas Carol novella. Non-fiction and contemporary extracts</p>
<p>A Christmas Carol Key extracts – literary features and effects: Stave 1 – Introduction to Scrooge. Dickens uses similes such as ‘hard and sharp as flint’ and ‘as solitary as an oyster’ to show not only Scrooge’s character as cold and mean but to also underline that he is alone and isolated. Stave 2 – Christmas Eve with the Fezziwigs. Dickens uses the repetition of the phrase ‘In came’ to show how many guests were arriving for the party and how crowded it was. He also uses short, exclamatory sentences to underline the joy of the festivities – ‘yo ho my boys!’. Stave 3 – Introduction to the Cratchits Dickens uses long sentences punctuated with semi-colons to describe the hustle and bustle of the Cratchit household. This helps the reader to see that the house may be crowded, but that they all played their part in making Christmas a happy time. Stave 4 –The arrival of the last spirit. Dickens uses the triplet slowly, gravely, silently to build the tension of the last spirit’s approach and to allow the reader to feel Scrooge’s fear. The lexical field of death – ‘deep black’, ‘darkness’, ‘shadows’ also adds to the fear and tension. Stave 5 – Scrooge is excited to change his ways Dickens uses short sentences, repetition and exclamatory sentences to show Scrooge’s excitement. This creates a sense of breathlessness and allows the reader to see how much Scrooge has changed. ‘I’m quite a baby. Never mind. I don’t care. I’d rather be a baby. Hallo! Whoop! Hallo here!’ Themes and how they link to characters and plot: Poverty and greed - These themes are portrayed in numerous ways through the characters. Scrooge represents greed and the selfishness of the rich who want to hoard money and give nothing back. Fred’s family, the Cratchits and the Fezziwigs are all poor families but show that wealth is not needed to have happiness. The allegorical figures of Ignorance and Want highlight the plight of the poor and how the rich should and could help them. Transformation - Scrooge undergoes a spiritual transformation throughout the novella as he goes from being a mean man who hates Christmas to a happy person who wants to recreate the Christmas spirit every day. The ghosts also represent transformation as they change physically and are able to move and transform situations and settings. Love and forgiveness - Both Fred and Bob show the power of love and forgiveness. Even though they have both been treated rudely by Scrooge, they still defend his actions and continue to try to build a relationship. Dickens shows that love and forgiveness helps people to change for the better and those who are prepared to love, have happier and less isolated lives. Time - The novella is presented a linear as we follow Scrooge’s transformation, but the ghosts take him back and forward in time which allows Dickens to comment on the importance of time and how we all should live in the moment and help others when we can. A Christmas Carol Context:</p>		<p>Formative assessments: English Literature – A Christmas Carol exam style question Summative assessments: Full Language Paper 1</p>
<p>Themes and how they link to characters and plot: Poverty and greed - These themes are portrayed in numerous ways through the characters. Scrooge represents greed and the selfishness of the rich who want to hoard money and give nothing back. Fred’s family, the Cratchits and the Fezziwigs are all poor families but show that wealth is not needed to have happiness. The allegorical figures of Ignorance and Want highlight the plight of the poor and how the rich should and could help them. Transformation - Scrooge undergoes a spiritual transformation throughout the novella as he goes from being a mean man who hates Christmas to a happy person who wants to recreate the Christmas spirit every day. The ghosts also represent transformation as they change physically and are able to move and transform situations and settings. Love and forgiveness - Both Fred and Bob show the power of love and forgiveness. Even though they have both been treated rudely by Scrooge, they still defend his actions and continue to try to build a relationship. Dickens shows that love and forgiveness helps people to change for the better and those who are prepared to love, have happier and less isolated lives. Time - The novella is presented a linear as we follow Scrooge’s transformation, but the ghosts take him back and forward in time which allows Dickens to comment on the importance of time and how we all should live in the moment and help others when we can. A Christmas Carol Context:</p>		<p>Key Vocabulary Philanthropy: the desire to promote the welfare of others, expressed through generous donations of money Humanitarian: concerned with or seeking to promote human welfare Aristocracy: the highest class in certain societies Parable: a simple story used to illustrate a moral or spiritual lesson Bourgeoisie: the middle class, usually own most of society’s wealth and means of production Didactic: intended to teach, particularly in having moral instruction as an ulterior motive Epitome: a person or thing that is a perfect example of a particularly quality or type Archetype: a very typical example of a certain person or thing Allegory: a story, poem or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one Omniscient: knowing everything Antithesis: a person or thing that is the direct opposite of someone or something else</p>
<p>A Christmas Carol Context:</p> <ul style="list-style-type: none"> You would explore the effect of the Industrial Revolution in Victorian England and overcrowding in the city if the exam question focused on setting or poverty You would explore the Poor Laws and Dickens’ own experience of workhouses leading to the economic divide if the exam question focused on poverty or the Cratchits You would explore Dickens’ message of how joy could be found in helping a poor family to survive if the exam question was about any aspect of poverty, charity or the Cratchits You could explore the notion that, when Dickens published the novella in 1843, Christmas was just transitioning from a quiet, religious holiday to one enjoyed by an entire community. Prior to this, it was rare for employees to be given the day off if the exam question focused on Christmas, the Fezziwigs, Scrooge or Scrooge’s redemption You could explore Dickens honouring the Christmas tradition of telling ghost stories on Christmas eve if the exam question focused on the Ghosts or the supernatural 		<p>Careers and personal development Relationships The relationships between characters in texts is discussed in all classes through texts. Individual Liberty Giving opinions about books, debating why certain things happen in a books, predicting what might happen next and giving reasons. Respect others opinions and interests. Empathy for characters in stories and understanding of how others are feeling. Life skills Putting reading and writing skills into ‘real-life’ context for children and giving writing a purpose eg. letters, posters, postcards, articles, speeches, blogs History: The Industrial Revolution, the Poor Law Religious Education: the celebration of Christmas</p> <p>Businessman Teacher Fundraiser Clergy</p>



ENGLISH CURRICULUM MAP

YEAR 10

Language Paper 1 section A

What? How? Why? (W/H/W) Paragraph structure

- What do we learn about...?
- What quotes support this?
- What do the quotes tell us?
- What word stands out?
- What are the connotations of the word?
- How do you feel as the reader?
- Why is it effective?
- How is the language/structural choice effective?
- Why has the writer done this?
- What is their message?

Structural features

- Zoom: in from something big to something smaller (and vice versa)
- Shifting: between different times and places
- Switching: between different points of view
- Cyclical: returning at the end to what happened at the beginning
- Developing: focusing on a point of view by expanding and/or repeating it

Language Paper 1 Section B

5-point paragraph structure:

1. Start with the weather (positive or negative)
2. Introduce a character
3. Character goes into a flashback. Plot twist: a change in direction from where the narrative was going
4. Plot development/ move the story forward
- End with the weather (negative if started positive and vice versa).
5. Cyclical ending: where the ending returns to the beginning

Varying sentence openings:

-ing sentence openers: considering his future

Simile sentence openers: like a fish out of water

Preposition sentence openers: through the streets of Wolverhampton

Adverbial sentence openers: quickly, he packed his bag for school

Connective sentence openers: despite his disappointment

-ed sentence openers: disguised in costume

Dialogue sentence openers: "You can start a sentence with dialogue" exclaimed the teacher

Structure:

Beginnings:

Visual hook: use a powerful image or description to engage the reader right at the start

Subtle hook: hint at what is going to happen in the rest of the text

Atmospheric hook: use your descriptive language to build up a tone and atmosphere right at the very beginning

Endings:

Cyclical ending: where the ending return to the beginning

Plot twist: a complete change in direction from where the narrative was going

Autumn Term Homework

Week	Homework
1	Revise stave 1 sections of knowledge organiser
2	Revise Scrooge, Marley and Fred sections of knowledge organiser
3	Revise Poverty, greed, love and forgiveness sections of knowledge organiser
4	Revise 'Cousin Kate' section of poetry knowledge organiser
5	Revise stave 2 sections of knowledge organiser
6	Revise stave 3 sections of knowledge organiser
7	Revise transformation and time section of knowledge organiser
8	Revise stave 4 sections of knowledge organiser
9	Revise the Ghosts of Christmas Past, Present and Yet to Come sections of knowledge organiser
10	Revise stave 5 sections of knowledge organiser



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SPRING TERM

MACBETH & LANGUAGE PAPER 2

<p>Students will be taught Macbeth with ‘Conflict’ poems thematically linked interleaved.</p>		<p>Macbeth key scenes</p>
<p>Macbeth Contexts and concepts King James: The play was written around 1606 when King James, a king of Scottish descent, was on the throne. Shakespeare’s play, which looks what happens when the good and rightful king is usurped, may well have been directed at King Jam Divine right of kings: At the time the play was written, it was believed that rulers were appointed by God and represented God on earth. Therefore, if you went against the King, you were not only committing treason, but also going against God, the ultimate ruler. Witches and the supernatural: Many people at the time believed in witches and the supernatural and worried about being possessed. This fear led to women suspected of being witches being killed. Tragedy: Shakespeare’s play follows many of the conventions of Greek or Roman tragedies. Macbeth is often seen as a typical ‘tragic’ hero as his life and actions are governed by fate and he can’t escape that fate. Gender politics: The society of the time, and the society of the play, was dominated by male rule. Women were considered to be inferior to men and were expected to be wives, mothers and daughters rather than people in their own right with careers and power. Lady Macbeth is therefore unusual as she is outspoken and arguably the more dominant partner in her relationship with Macbeth. A Shakespearean audience may have found her character quite shocking. Key extracts – literary features and effects Act 1, Scene 3 – Macbeth and Banquo listen to the witches’ predictions. Shakespeare uses this early scene to set up the whole premise of the play. The witches use rhyming couplets to help create the effect of a spell or a chant. On hearing the prophecy, Macbeth delivers an aside to the audience which allows them to see the impact it has had. Shakespeare also uses vivid metaphors to illustrate the impact further – ‘horrid image doth affix my hair’. Act 2, Scene 2 – Macbeth murders Duncan. Shakespeare uses this key scene to show the relationship between Macbeth and Lady Macbeth. He is shocked by what he has done, but she is calm and in control. She uses imperatives ‘Give me the daggers!’ which show her authority. Shakespeare also uses stichomythia at the start of the scene to increase the tension as Macbeth and Lady Macbeth talk very quickly about what happened. Act 3, Scene 4 – Banquo’s ghost appears to Macbeth. Macbeth is the only character to see Banquo’s ghost and Shakespeare adds to the horror of the scene with the use of dramatic irony as we know more than the characters. This scene also reinforces Lady Macbeth’s authority as she uses rhetorical questions and exclamations to insult her husband. Act 4, Scene 1 – Macbeth returns to the witches. Shakespeare shows that Macbeth is losing his control as the witches use imperatives and order Macbeth, who is the King, around. The witches also show their supernatural qualities by using lots of alliteration ‘Fillet of a fenny snake’ and assonance ‘baboon’s blood’ which adds to the chaos of the scene. Act 5, Scene 1 – Lady Macbeth sleepwalking Shakespeare shows that Lady Macbeth also feels guilt about her actions in her final scene. The use of repetition ‘out, out’ and the imagery of death ‘grave’, ‘buried’, ‘blood’ show that she is haunted and distressed by her part in the plots. Themes and how they link to characters and plot Ambition: Ambition is represented in the characters of Macbeth and Lady Macbeth. Both of them are ruined by their ambition as it causes them to become cruel and tyrannical which drives them both into madness and mental distress. Violence and conflict: The whole play revolves around violence and conflict. Everything is started or resolved by a violent act. Macbeth begins to use violence to assert his authority and this is met by more violence and people seeking revenge. Deceit: All of the characters deceive each other to get ahead and we, as an audience, are the only ones aware of this. This creates a sense of distrust throughout the play and ensures that none of the characters trust each other. Guilt: Despite their ambition and their need for power, Lady Macbeth and Macbeth are haunted by their guilt. Although this guilt does not stop them</p>		<p>Formative assessments: English Literature Macbeth exam style question Summative assessments: Full Language Paper 2</p>
		<p>Key Vocabulary Dramatic irony - When the audience/reader knows something that the character doesn’t. Soliloquy - A famous speech a character in a play makes to give readers and viewers an idea of their inner thoughts Aside - A remark or passage in a play that is intended to be heard by the audience but unheard by the other characters in the play. Tragic hero - A main character cursed by fate and possessed of a tragic flaw (Romeo, and to an extent Juliet) Hamartia - The fatal character flaw of the tragic hero (his passion and impulsiveness) Internal conflict - The struggle the hero engages in with his/her fatal flaw Tragedy- A play which focuses on one extreme unfortunate event, usually avoidable in some way Protagonist- the leading character or one of the major characters in a play, film, novel, etc. Deuteragonist- The person second in importance to the protagonist Prophecy- A prediction of what will happen in the future Regicide- The action of killing a King Symbolism- he use of symbols to represent ideas or qualities Supernatural- Manifestation or event attributed to some force beyond scientific understanding or the laws of nature. Blank verse- verse without rhyme, especially that which uses iambic pentameters Iambic pentameter - a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable</p>
		<p>Drama: Studying a play script History: Jacobean England Careers and personal development Relationships The relationships between characters in texts is discussed in all classes through texts. Individual Liberty Giving opinions about books, debating why certain things happen in a books, predicting what might happen next and giving reasons. Respect & Empathy Life skills Putting reading and writing skills into ‘real-life’ context for children and giving writing a purpose eg. letters, posters, postcards, articles, speeches, blogs Careers – Armed forces, NHS mental health, Creative arts/photography</p>



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from being tyrannical, it does play a big part in their downfall as their consciences are always reminding them that their actions are evil and wrong.
Masculinity: The play is set in a society in which strength and violence is seen as masculine and weakness is seen as feminine. Lady Macbeth uses Macbeth's lack of courage to insult him and question his masculinity.
Fate: By using the prophecy as a catalyst for Macbeth's actions, the play makes the audience question the idea of fate. The question of whether Macbeth was following a future which was planned for him or if he chose to act in the way he did is one which is not answered by the end of the play.

Language Paper 2, section A

What? How? Why? (W/H/W) Paragraph structure

- What do we learn about...?
- What quotes support this?
- What do the quotes tell us?
- What word stands out?
- What are the connotations of the word?
- How do you feel as the reader?
- Why is it effective?
- How is the language/structural choice effective?
- Why has the writer done this?
- What is their message?

Comparative analysis writing frame structure

- Students to think of any comparative question as an 'umbrella'
- The top of the umbrella being the WHAT - the overarching statement: this needs to include whether your analysis is going to compare similarities or differences.

After the point (top of the umbrella), the students then need to write W/H/W connective W/H/W paragraphs analysing the similarities/differences from the 2 sources.

Transactional Writing (Language Paper 2, Section B)

- Non-fiction texts are written in any one of the following formats; article, letter, blog or speech.
- To be successful in non-fiction writing, you need to be clear on the purpose; explain, argue and advise.
- Non-fiction writing also needs to have a clear audience and the tone should match the identified audience.
- Revision of DAFOREST techniques to engage and excite the reader:
 - Direct address – speaking directly to the audience.
 - Alliteration – a series of words beginning with the same letter.
 - Facts – something that is true.
 - Opinions – your beliefs, not necessarily true.
 - Repetition – repeating the same word, phrase or idea.
 - Rhetorical questions – a question that doesn't need an answer. Get the audience thinking.
- Emotive language – language to evoke emotions.
- Statistics – percentages, ratios to support and strengthen ideas.
- Triplets (rule of three) – three adjectives used consecutively.

Varying sentence openings: ISPACED

- -ing sentence openers: considering his future
- Simile sentence openers: like a fish out of water
- Preposition sentence openers: through the streets of Wolverhampton
- Adverbial sentence openers: quickly, he packed his bag for school
- Connective sentence openers: despite his disappointment
- -ed sentence openers: disguised in costume
- Dialogue sentence openers: "You can start a sentence with dialogue" exclaimed the teacher

General approach essay structure

1. PERSONAL ANECDOTE: Start with a personal story, describing someone affected by the issue
2. GENERAL PROBLEM: Show how this issue is a problem across the country or world, describing the problem
3. PIVOT: Sentence into the solution
4. General solution: Offer an alternative approach and solutions to the problem
5. PERSONAL ANECDOTE: Return to the person described in section 1

SPRING TERM HOMEWORK

Week	Homework
1	Revise King James I and Divine Right of Kings section of knowledge organiser and revise witches and tragedy section of knowledge organiser.
2	Revise gender politics and Act 1 scene 3 sections of knowledge organiser
3	Revise Themes section and how they link to characters
4	Revise Act 2 scene 2 and Act 3 scene 4 sections of knowledge organiser
5	: Revise 'Remains' section of poetry knowledge organiser
6	Revise 'Charge of the Light Brigade' section of poetry knowledge organiser
7	Revise 'Characters' section of knowledge organiser
8	Revise plot summary section of poetry knowledge organiser
9	Revise Act 4 scene 1 and Act 5 scene 1 sections of knowledge organiser



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SUMMER TERM

AN INSPECTOR CALLS & POETRY & LANGUAGE REVISION

<p>Contexts and concepts</p> <p>J.B. Priestley: As well as being a writer, Priestley was very interested in politics and inequality in Britain. He co-founded the Common Wealth party in 1942 which later became part of the Labour party.</p> <p>1912: The play is set in 1912 and allows Priestley to remind his audience how out of touch and powerful the rich were before the war. It was also a time when the Titanic famously sank despite being seen as ‘unsinkable’ by Mr Birling.</p> <p>Socialism: One of the key ideas of socialism is that there should be equality for all to improve everyone’s lives. Priestley was a socialist and felt that post war Britain needed to adopt these policies.</p> <p>1945: The play was written at this time – just after the second world war. At this time, the world was going through huge economic, social and political changes and Priestley used his play to put across his own ideals and ideas.</p> <p>Capitalism: This system is the opposite of socialism and creates inequality as trade and industry is controlled by private owners. Britain is a capitalist society and Priestley felt that this needed to change.</p> <p>Literary context: The play is sometime described as a morality play. These were popular in the middle ages and were written to teach a lesson to the audience.</p> <p>Themes and how they link to character and contexts:</p> <p>Social responsibility: Throughout the play, we see how every single member of the family has played a part in Eva’s death. Priestley uses his characters to make the audience take more personal responsibility for their actions. The Inspector’s reminder that ‘we don’t live alone’ is directed at both the characters onstage as well as the audience.</p> <p>Age: Priestley’s older characters (Mr and Mrs. Birling) are very set in their ways and they have strong ideas about behaviour and privilege. Priestley uses them to shine a light on this, but he also uses Sheila and Eric, the younger generation, to show how attitudes can change and be improved. We can see this change when Sheila exclaims ‘but these girls aren’t cheap labour – they’re people’.</p> <p>Class divide: From the very start of the play, we see how the Birling family are rich and privileged with little concern for the people who work from them. Through the Birling family’s treatment of Eva, we see how few rights the working classes had both in the workplace or when asking for help/charity.</p> <p>Gender divide: Mr Birling is very dismissive of Eva as she is a woman and therefore her position in society is weaker. Priestley also shows how all women were seen as weaker and should be ‘protected’ from the world. The Inspector questions this when he asks – and you think young women ought to be protected against unpleasant and disturbing things?’</p> <p>Characters:</p> <p>Mr Arthur Birling: represents middle class men who have made money via capitalism</p> <p>Mrs Sybil Birling: represents many of the upper- and middle-class attitudes from the time: arrogance, snobbishness and selfishness</p> <p>Sheila Birling: the daughter of Arthur and Sybil Birling and is engaged to marry Gerald Croft</p> <p>Eric Birling: represents the younger generation that are more socially responsible than their parents</p> <p>Gerald Croft: engaged to Sheila and the son of wealthy aristocrats who are also rivals in business to Arthur Birling</p> <p>Inspector Goole: he seems to be operating on a different level of consciousness to the other characters, represents socialist views</p> <p>Edna: the only genuine working-class presence as she works for, and is often ignored by, the Birlings.</p> <p>How to analyse poetry:</p> <p>Form - Poetic form refers to a poem's physical structure; basically, what the poem looks like and how it sounds. Elements like the poem's type, stanza structure, line lengths, rhyme scheme, and rhythm express its form.</p> <p>Language - individual words or phrases - the overall effect of key words in a poem.</p>		<p>An Inspector Calls play Conflict anthology of poems Unseen poetry from different themes</p>
		<p>Formative assessments: An Inspector Calls exam style question</p> <p>Summative assessments: Full Language paper 1 mock Full Literature paper 1 mock</p>
		<p>Socialism - a political and economic system in which most forms of economically valuable property and resources are owned or controlled by the public or the state.</p> <p>Capitalism—an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.</p> <p>Supernatural– Manifestation or event attributed to some force beyond scientific understanding or the laws of nature.</p> <p>Patriarchy - a system of society or government in which men hold the power and women are largely excluded from it.</p> <p>Political diatribe - an angry speech or piece of writing that severely criticizes something or someone</p> <p>Didactic -intended to teach, particularly in having moral instruction as an ulterior motive.</p> <p>Hierarchy -a system in which members of an organization or society are ranked according to relative status or authority.</p> <p>Bourgeoisie - the middle class, typically with reference to its perceived materialistic values or conventional attitudes.</p> <p>Symbolism- The use of symbols to represent ideas or qualities</p> <p>Omniscient - having unlimited or infinite knowledge</p> <p>Cyclical -Cyclical is used to describe things that are regularly patterned or that occur in regular intervals</p> <p>Oxymoron: two words next to each other that contradict each other</p> <p>Semantic field: a set of words related in meaning</p> <p>Monologue: a speech that expresses the thoughts and feelings of one character</p> <p>Elegy: poem of mourning</p> <p>Sibilance: the repetition of the s or sh sounds</p> <p>Assonance: the repetition of similar vowel sounds</p> <p>Consonance: the repetition of consonant sounds</p> <p>Ballad: a poem that is typically arranged in quatrains with the rhyme scheme ABAB</p> <p>Caesura: using punctuation to create pauses or stops</p> <p>Enjambment: a sentence or phrase that runs onto the next line</p> <p>Iambic pentameter: a rhythm structure, that combines unstressed syllables and stressed syllables in groups of five</p> <p>Octave: a group or stanza of eight lines</p> <p>Volta: a turning point in a poem</p> <p>Sestet: the last six lines of a sonnet</p> <p>Anaphora: when the first word of a stanza is the same across different stanzas</p> <p>Epistrophe: when the final word of a stanza is the same across different stanzas</p>
		<p>Careers and personal development Relationships</p>



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Poetic techniques or devices - Ways in which a poet uses language in a particular way to create effect, e.g. simile, metaphor, alliteration, personification.

Imagery- imagery is the name given to the elements in a poem that spark off the senses. Despite "image" being a synonym for "picture", images need not be only visual; any of the five senses (sight, hearing, touch, taste, smell) can respond to what a poet writes.

Rhyme – Rhyme is a popular literary device in which the repetition of the same or similar sounds occurs in two or more words, usually at the end of lines in poems or songs.

Tone – *The tone of a poem is the attitude you feel in it — the writer's attitude toward the subject or audience. Tone can also mean the general emotional weather of the poem.*

Structure - *The structure of a poem refers to the way it is presented to the reader. This could include technical things such as the line length and stanza format. Or it could include the flow of the words used and ideas conveyed. Line length shows the reader how it should be read.*

Context

- In *Ozymandias*, Egyptian Pharaohs, like Ramesses II, believed themselves to be Gods in mortal form and their legacy would last forever
- *London* was written to explore revolution and the power of people
- Wordsworth was a Romantic poet. *The Prelude* looks at the spiritual and moral development of a man growing up
- *My Last Duchess* was based on real figures and critiques the aristocratic rule
- *Charge of the Light Brigade* was set during the Crimean War
- Wilfred Owen's poetry was characterised by his anger and cruelty at the waste of war, which he experienced during service on the Western Front. *Exposure* explores this.
- Seamus Heaney was born in Northern Ireland and *Storm on this Island* alludes to the problems faced between Ireland and Northern Ireland.
- Ted Hughes was a former RAF serviceman. In *Bayonet Charge*, we experience one man's battle during World War One.
- *Remains* explores PTSD suffered by soldiers
- *Poppies* is based heavily around the idea of memorials and memory
- War photographers do a dangerous job; many are killed or injured
- Imtiaz Dharker experienced different cultures after being born in Pakistan and moving to Glasgow. In *Tissue*, she explores the idea that life is fragile similar to tissue.
- *The Emigree* relates to the word 'emigrate', the idea that a person settles in another country, sometimes feeling not welcome to return
- *Checking Out Me History* gives examples of powerful black figures, often involved in conflicts themselves.
- *Kamikaze* pilots were expected to use all their weapons and then commit suicide by flying into their targets

Themes:

The anthology poems are grouped together thematically. The poems highlighted in bold will need to be taught explicitly in depth and then the other poems can be taught briefly and/or as unseen poetry. The focus is on teaching the **skill** of analysing poems as opposed to the context of the poems. The students will be provided with multiple opportunities to complete the Power and Conflict comparison questions as well as the unseen poetry style questions.

Power of Humans – *Ozymandias*, **London**, *My Last Duchess*

- Power of Nature – *The Prelude*, **Exposure**, *Storm on the Island*
- War – *The Charge of the Light Brigade*, *Bayonet Charge*, **Remains**, *Poppies*, *War Photographer*
- Identity – *Tissue*, *The Emigree*, **Kamikaze**, *Checking Out Me History*

The relationships between characters in texts is discussed in all classes through texts.

Individual Liberty

Giving opinions about books, debating why certain things happen in a book, predicting what might happen next and giving reasons.

Respect other opinions and interests.

Empathy for characters in stories and understanding of how others are feeling.

Life skills

Putting reading and writing skills into 'real-life' context for children and giving writing a purpose eg. letters, posters, postcards, articles, speeches, blogs
History: Modern and Ancient Warfare
Geography: Migration and Settlement
Performing Arts: Dramatic poetry readings

Art: Appreciation of Art and Culture

PSE: Stereotypes, Prejudice and Mental Health

Police officer/ detective

Forensic detective/psychologist

Seamstress

SUMMER TERM HOMEWORK

Week	Homework
1	Revise context and concepts section of knowledge organiser
2	Revise the themes section of knowledge organiser
3	Revise Mr Birling, Mrs Birling and Gerald Croft sections of knowledge organiser
4	Revise 'The Class Game' section of poetry knowledge organiser
5	Revise Sheila Birling, Eric Birling, Eva Smith/Daisy Renton and, Inspector Goole sections of knowledge organiser
6	Revise the play summary section of knowledge organiser
7	Revise "What were they like?" section of poetry knowledge organiser
8	Revise 'Belfast Confetti' section of poetry knowledge organiser
9	Revise 'Half-caste' section of poetry knowledge organiser
10	Revise 'Catrin' section of poetry knowledge organiser
11	Revise 'Poetic techniques' section of poetry knowledge organiser
12	Revise 'All literature studied this term' from knowledge organiser



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