

# TBS Curriculum Map

Year: 10

Subject: English

	Unit one	Unit two	Unit three	Unit four	Unit five
<b>Theme/Topic</b>	English language paper 1 – language paper focus	A Christmas carol – literature paper 1 focus	Anthology poetry – Literature paper 2 focus	English language paper 2 – language paper focus	Spoken language endorsement of English language paper – linked to revision for English literature.  <b>A two week unit</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Question 1 – picking out key information from a text.</li> <li>• Question 2 – Writing an extended PEE response to use of identified language features.</li> <li>• Question 3 – identifying and writing about the structure of a text.</li> <li>• Question 4 – evaluating evidence and writing in an extended form.</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 – Picking out quotes and learning them.</li> <li>• AO1 – writing extended paragraphs using all AO's.</li> <li>• AO2 – Identifying and analysing language and structural devices.</li> <li>• AO3 – recognising historical context of the novel and its relevance.</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 – Picking out quotes and learning them. The ability to compare two texts in a thoughtful way.</li> <li>• AO1 – writing extended paragraphs using all AO's.</li> <li>• AO2 – Identifying and analysing language and structural devices.</li> <li>• AO3 – recognising historical context of the individual poems and their relevance</li> </ul>	<ul style="list-style-type: none"> <li>• Question 1 – how to read between the lines and deduce opinions from facts.</li> <li>• Question 2 – pick out key information and quotes from a text in order to write a summary</li> <li>• Question 2 – how to use comparative language to link two texts.</li> <li>• Question 3 – identifying and writing about language techniques</li> <li>• Question 4 – Writing an extended</li> </ul>	<ul style="list-style-type: none"> <li>• AO7 – Demonstrate presentation skills in a formal setting</li> <li>• AO8 – Listen and respond appropriately to spoken language, including questions and feedback to presentations</li> </ul>

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	<ul style="list-style-type: none"> <li>Question 5 – using appropriate descriptive language, sentence structures and SPaG in extended writing.</li> </ul>			<p>comparison of ideas in two texts.</p> <ul style="list-style-type: none"> <li>Question 5 – using appropriate language to communicate clearly. Craft linguistic features. Use accurate SPaG</li> </ul>	<ul style="list-style-type: none"> <li>AO9 – use spoken Standard English effectively in speeches and presentations.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>This will build on the knowledge gained at the start of year 9. The change in emphasis will be to practice requirements of each question in timed conditions, reducing the amount of time spent on each.</li> <li>Understand the specific requirements of each exam question in terms of: Length of response Time to be spent</li> <li>Knowledge of the mark scheme for each question.</li> <li>Understanding of how to progress up the mark scheme</li> </ul>	<ul style="list-style-type: none"> <li>The life of Charles Dickens and his links to poverty and social injustice</li> <li>The development of Christmas in the 19<sup>th</sup> Century</li> <li>Understanding of spiritualism and the supernatural</li> <li>Understanding the Key themes present in the text: redemption and forgiveness, poverty, home and family, social justice, the significance of Christmas</li> <li>The sequence of events in each stave</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of language techniques in poetry.</li> <li>Understanding of Key structural techniques in poetry and how they differ from prose. Examples include: Iambic pentameter, rhyming couplets, stanzas, repetition, anaphora</li> <li>Understanding of the language of comparison</li> <li>Understanding of the historical context of each poem and its author individually.</li> <li>Knowledge of the key themes across</li> </ul>	<ul style="list-style-type: none"> <li>This will build on the knowledge gained at the start of year 9. The change in emphasis will be to practice requirements of each question in timed conditions, reducing the amount of time spent on each.</li> <li>Understand the specific requirements of each exam question in terms of: Length of response Time to be spent</li> <li>Knowledge of the mark scheme for each question.</li> <li>Understanding of how to progress up the mark scheme and specifically how to</li> </ul>	<ul style="list-style-type: none"> <li>How to organise and structure a presentation</li> <li>Understanding how rhetorical features can be used to influence and persuade. Features include: rhetorical questions, rule of three, repetition.</li> <li>Understanding of non-verbal signals such as: stance, gestures, hand movements, facial expressions.</li> </ul>

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	<p>and specifically how to gain each additional mark.</p> <ul style="list-style-type: none"> <li>• Understanding of both basic and advanced punctuation. Advanced punctuation includes: Semi colons, colons, brackets, ellipsis, apostrophes.</li> <li>• Understanding of three sentence types: simple, compound, complex.</li> </ul>	<ul style="list-style-type: none"> <li>• The individual characters: Scrooge, The three ghosts, The cratchets, Fred.</li> </ul>	<p>the poems: Identity and conflict, power of nature, physical effects of conflict, emotional effects of conflict, nature of power.</p> <ul style="list-style-type: none"> <li>• Knowledge of links between poems based on key themes.</li> </ul>	<p>gain each additional mark.</p> <ul style="list-style-type: none"> <li>• Understanding of both basic and advanced punctuation. Advanced punctuation includes: Semi colons, colons, brackets, ellipsis, apostrophes.</li> <li>• Understanding of three sentence types: simple, compound, complex</li> <li>• Understanding of linguistic features used in non-fiction writing following AFORREST acronym</li> </ul>	<ul style="list-style-type: none"> <li>• How to answer questions in a developed and sophisticated way.</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Understanding of events in colonial Jamaica.</li> <li>• Development of language over time</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the differences between legality and morality</li> <li>• Christmas over time</li> </ul>	<ul style="list-style-type: none"> <li>• Ephemeral nature of power</li> <li>• Changing attitudes to war and patriotic duty</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in writing styles from 19<sup>th</sup> – 21<sup>st</sup> Century.</li> <li>• Development of language over time</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Curriculum overlap</b>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> <li>• Physics</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• Religious Education</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• geography</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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