



Curriculum Narrative

Subject: English	Year: 10	Author: ODE
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Substantive Knowledge <i>Pupils will know</i>	Disciplinary Knowledge <i>Pupils will be able to</i>
<p style="text-align: center;">Key Threshold Concepts:</p> <p>Detailed and in-depth study of texts, integrating analysis, synthesis, evaluation, and comparison</p> <p>Appreciation of Inter-related nature of literary texts – understanding literary tropes and motifs used across texts and literary periods</p> <p>The complex discourse that occurs between a writer as creator and reader as receiver through a text</p> <p>Revision and learning to embed key knowledge to apply in exams</p>	<p style="text-align: center;">Subject Skills:</p> <p>To understand the literal and inferential readings of a text</p> <p>To analyse language and structure</p> <p>To critically evaluate a text</p> <p>To integrate contextual information</p> <p>To synthesise the differences between texts</p> <p>To compare writers’ perspectives</p> <p>To find links between literary texts</p> <p>To construct a description or narrative, applying a range of descriptive and narrative techniques</p> <p>To construct a coherent and convincing argument</p> <p>Use a range of sentence structures and vocabulary</p> <p>Use the planning and editing process, proof-reading to reflect on accuracy, as well as Literary improvements</p>

<p>Subject Specific Knowledge and Sequencing:</p> <p>Study of Literature Texts:</p> <p>Revision of <i>Blood Brothers</i>, by Willy Russell Themes of fate and social class, Russell’s biography and views, genre of tragedy</p> <p><i>A Christmas Carol</i>, by Charles Dickens Victorian attitudes to class, Dickens’ biography and views, Malthus, ideas of redemption</p> <p>English Language, Paper 1 Exam timings and technique, concept of inference, evaluation, language, structure, skills of comprehension, analysis and creative writing</p> <p>Spoken Language Component How to present, communication skills</p> <p>Power and Conflict Poetry Context of poets and poetry in AQA Anthology, poetic techniques, poetic forms and their effects. Synthesis, analysis, and comparison of writer’s viewpoints and perspectives</p> <p>Unseen Poetry How to handle unseen texts, poetic techniques</p> <p>English Language, Paper 2 Exam timings and technique, concept of inference, summarising, comparison, language, evaluating writers’ tone, analysis and argument writing in different forms.</p>	<p style="text-align: center;">Prerequisites and Spiral Teaching:</p> <ul style="list-style-type: none"> • Building on study of <i>Blood Brothers</i> in Year 9- knowledge and conventions of Modern Drama • Key areas of literary history • Variety of different text types- forms and genres • Understanding the political nature of literary text • Appreciation of the transhistorical nature of a literary text in a social, spiritual context • Understanding of the relationship between texts and the societies in which they were produced • Building on analysing the language and structure of the text to understand the writer’s view • Students will understand how to evaluate a text •
	<p style="text-align: center;">Cross-Curricular Knowledge Links:</p> <p><i>History – Life in Jacobean and Victorian England</i> <i>Conflicts through time – Boer war, WW1, WW2, Iraq, 9/11</i> <i>Changing British society: gender roles through time, musical heritage, 1980s recession and Thatcher’s Britain; post-war society</i> <i>Globe heritage and performance</i></p>

<p>Reading Lists / Sources / Reading around the subject recommendations:</p> <ul style="list-style-type: none"> • Core texts above, plus other Dickens texts; further works by Shakespeare and Russell; a wider range of poetry reading to prepare for Unseen element; use of GCSE Pod, Bitesize and other revision resources.
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