







Curriculum Overview for English

Year 10

<div>Wider links to the world and diversity</div> <div>Term 3: Fire Blood and Anguish</div>					
<div>Substantive Knowledge:</div> <div>Social Context</div> <div>Cultural Context</div> <div>Political Context</div> <div>Historical Context</div> <div>Socialism</div> <div>Capitalism</div> <div>Post-war History</div> <div>Pre-war History</div> <div>Gender roles</div> <div>Class inequality</div> <div>Symbolism</div> <div>Exploring Power and Conflict themes</div> <div>Understanding descriptive writing techniques</div> <div>Understanding writer’s intentions</div> <div>Understanding impact on the reader</div> <div>Understanding Language techniques</div> <div>Understanding Narrative development</div> <div>Key Quotations</div> <div>Understanding meaning</div> <div>Developing deeper levels of analysis</div> <div>Understanding Fiction extracts</div> <div>Disciplinary Knowledge:</div> <div>Analytical\explanation skills</div> <div>Analysing the presentation of themes</div> <div>Reading comprehension</div> <div>Evaluation</div> <div>Description</div> <div>Comparison</div> <div>Quotation Analysis</div> <div>Method analysis</div> <div>Theme analysis</div> <div>Language Analysis</div> <div>Symbolism and Motifs</div> <div>Connotations</div> <div>Exploring and Analysing Deeper Meanings</div> <div>Power of Imagery</div> <div>Selecting judicious evidence from texts</div> <div>Creative writing/Rhetoric Writing</div> <div>SPAG</div> <div>DSZZL Writing Method</div> <div>PETAZEL Writing Method</div> <div>Identify, Apply, Embed, Expand, Consolidate</div>	<div></div>	<div>Individuals read aloud</div> <div>Whole-class reading</div> <div>Echo reading</div> <div>Group reading</div> <div>Reading texts to develop a love of reading</div> <div>Re-reading for comprehension and development</div> <div>Carefully selecting evidence from a text</div> <div>Annotating Texts for Language and Literary Techniques</div> <div>Identifying and analysing Literary and Language techniques</div> <div>Book recommendation: ‘Journey’s End’ by R.C. Sheriff</div>			
	<div></div>	<div>Structure</div> <div>Simile</div> <div>Personification</div> <div>Hyperbole</div> <div>Juxtaposition</div> <div>Bias</div> <div>Capitalism</div> <div>Socialism</div> <div>Symbolism</div> <div>Connotations</div> <div>Consequence</div> <div>Quotation</div> <div>Imagery</div> <div>Metaphor</div> <div>Stage Directions</div> <div>Extent</div> <div>Compare</div>		<div>Analyse</div> <div>Misogynist</div> <div>Explain</div> <div>Challenge</div> <div>Hubristic</div> <div>Onomatopoeia</div> <div>Pathetic Fallacy</div> <div>Suffragette</div> <div>Microcosm</div> <div>Monologue</div> <div>Language techniques</div> <div>Compare</div> <div>Dramatic Irony</div> <div>Dialogue</div> <div>Sibilance</div> <div>Summarise</div> <div>Explain</div>	
	<div></div>	<div>Literature Question 1:</div> <div>How does Priestley present Gerald’s attitude towards women in ‘An Inspector Calls’?</div>	<div>Literature Question 2:</div> <div>How does Priestley present the theme of class inequality in ‘An Inspector Calls’?</div>	<div>Language Question 1:</div> <div>Write a piece of descriptive writing based on the picture.</div>	<div>Language Question 2:</div> <div>Article writing.</div>
	<div></div>	<div>Weekly homework set to complement the scheme for learning; adding depth and breadth to knowledge learned during lessons.</div>			