Curriculum Map

Subject: English

Year group: 10

Time period	Autumn 1	Autumn 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Content	**An Inspector Calls**	**A Christmas Carol**	**Language Paper 1**	**Language Paper 2**	**Poetry Anthology - Love & Relationships**	**Unseen Poetry**
Declarative Knowledge – 'Know What'	- To understand the plot of the play and have a good knowledge of the characters within it. -To understand the context of pre and post war 1900s and the changes that happened between 1912-1945. -To understand the Priestley's intentions for writing.	- To understand the plot of the novella and have a good knowledge of the characters within it. -To understand the context of Victorian society and the social changes that happened across the 19th century -To understand Dickens' intentions for writing.	**Reading** - Core language techniques used by writers to achieve intended effects including but not limited to: alliteration, sibilance, rhetorical questions, repetition, simile, metaphor, personification, rule of 3, onomatopoeia etc. - Core structural techniques used by writers to achieve intended effects including but not limited to: hook, setting, character, dialogue, foreshadowing, shifts in perspective, focus, location etc. **Writing** - Adapt writing to purpose, audience and form - Use sensory description to create and develop writing. - Core language techniques and how to use them in writing. - Simple, compound and complex sentences - Organise and write dialogue - Use structure to develop plot including but not limited to flashback, flashforward, cliff-hangers, shifts in location, perspective, setting etc. - Adapt genre including but not limited to science	**Reading** - Core language techniques used by writers to achieve intended effects including but not limited to: facts, figures, statistics, opinions etc as well as those previously covered in paper 1. - Succinctly summarise the similarities and differences between two non-fiction texts. - Analyse how language is used to describe a particular topic - Compare how writers' use language to convey different attitudes. **Writing** - How to write in different non-fiction forms including, but not limited to: speeches, letters, newspaper articles, blogs, online - How to write to inform, explain, argue, persuade and advise. - Adapt writing to purpose, audience and form - Core language techniques and how to use them to suit purpose - Simple, compound and complex sentences - Organise writing to suit form	-To gain a clear understanding of the 15 poems e.g. their topic, the issues explored and the key message. -To understand the context in which they were written and how this impacts the reader's reaction. - To know how poems can be read in comparison to another	-To know how to approach the 'unseen' element of the Literature exam. -Core language techniques used by poets to achieve intended effects. -Core structural techniques used by poets to achieve intended effects.

			fiction, fantasy, gothic, narrative etc			
Skills

Procedural Knowledge –
'Know How' | - To be able to analyse language used within the play.
-To be able to comment upon the impact of language, form and structure on different audiences (current and 1945).
-To be able to confidently answer an essay-question closed book. | - To be able to analyse language used within the novella.
-To be able to comment upon the impact of language, form and structure on different audiences (current and Victorian).
-To be able to confidently answer an extract based essay-question closed book. | **Reading**
 - To confidently read unseen fictional texts from the 19th, 20th and 21st centuries.
- To identify and interpret explicit and implicit information and ideas.
- To explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.
- To identify techniques used by writers using relevant subject terminology to support views.
- To evaluate texts critically and support this with textual references.

Writing
- To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- To use a range of vocabulary and sentence structures for clarity, | **Reading**
- To confidently read unseen non-fiction texts from the 19th, 20th and 21st centuries.
- To identify and interpret explicit and implicit information and ideas.
- To explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.
- To compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.
- To evaluate texts critically and support this with textual references.

Writing
-To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- To use a range of vocabulary and sentence structures for clarity, purpose and effect | -To be able to use key poetic terminology to analyse language used.
-To be able to confidently compare poems within the anthology.
-To be able to answer an essay question. | -To be able to confidently approach an unseen poem and gain a clear understanding of this independently.
-To identify techniques used by poets using relevant subject terminology to support views.
-To be able to compare techniques used within two unseen poems. |

			purpose and effect with accurate spelling and punctuation	with accurate spelling and punctuation.		
Key Questions	- Why did Priestley write this play? - How did life change between 1912 and 1945? - What are the key differences between socialism and capitalism? - How does Priestley show his political views?	- Why did Dickens write this novella? - How and why had life changed during the 19th century? - What were the key differences between the lives of the rich and poor? Is this fair? - How does Dickens show his social and political views?	How is language used to construct meaning? How are texts structured for purpose? How can I use my knowledge of language, structure and form to construct my own creative writing?	How is language used in non-fiction texts to present a point of view? How do writers adapt language, structure and form ro match purpose and audience? How can I use my knowledge of language, structure and form to construct my own writing?	- What is the meaning constructed in the poem? - How do poets use language to shape their poetry and reader response? - How does one poem compare to another?	- How have poetic devices been used to shape meaning? - How do poets use different techniques to shape meaning?
Assessment	Two essays based on past exam questions.	Two essays based on past exam questions	- One assessment on section A reading skills and one assessment on section B writing skills	- One assessment on section A reading skills and one assessment on section B writing skills	Two essays based on past exam questions.	Two essays based on past exam questions.
Literacy/Nu meracy/ SMSC/Char acter	-This text gets students to think about 'collective responsibility' in our society. This develops their empathy and understanding of others in their community. -Spelling and correct use of key subject terminology. -Confidence in performing the play and sharing their opinions of the character.	-This text gets students to think about social responsibility in our society. This develops their empathy and understanding of others in their community. -Spelling and correct use of key subject terminology. -Confidence in reading the novella and sharing their opinions of the character.	- Confidence in identifying techniques and analysing their effects. - Spelling and correct use of key subject terminology. - Confidence in responding to written and visual stimuli to develop their own distinct, creative voice.	- Confidence in identifying techniques and analysing their effects. - Spelling and correct use of key subject terminology. - Confidence in shaping and articulating their own opinion on a variety of issues.	-Students are required to think about complex relationships and empathise with other characters. -Spelling and correct use of key subject terminology. -Confidence in sharing opinions on personal subjects.	-Spelling and correct use of key subject terminology. -Students are required to think about complex relationships and empathise with other characters. -Confidence in sharing opinions on personal subjects.