

Year 10 Curriculum Map : English

	Autumn	Spring	Summer		
Assessment Objectives	<p>GCSE English Language</p> <p>AO1: identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>		<p>GCSE English Literature</p> <p>AO1: Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>		
Key Learning Outcomes	<p>Language Paper 1/ A Christmas Carol</p> <ol style="list-style-type: none"> 1. What does the exam look like and what are we tested on? 2. How to skim and scan. 3. How to annotate a text 4. Recapping key language terminology. 5. How to answer questions one and two <p align="center">Intentional Monitoring</p>	<p>A Christmas Carol</p> <ol style="list-style-type: none"> 1. Who was Charles Dickens and how did his life influence his work? 2. What was life like in Victorian England? 3. Understanding the changing attitudes towards Christmas and Dickens’s ‘Carol Philosophy’ 	<p>Romeo and Juliet</p> <ol style="list-style-type: none"> 1. Exploring life in Elizabethan England 2. Exploring the Italian Renaissance 3. What is a tragedy and what are the conventions? 4. Exploring courtly love and etiquette of the time. 5. Exploring conflict as a theme in the play. <p align="center">Intentional Monitoring</p> <ol style="list-style-type: none"> 6. Exploring masculinity and honour 7. How does Shakespeare present women? 8. Capulet’s motivations: Exploring parental relationships 9. Is what Romeo and Juliet share true love? 10. How does Shakespeare use secondary characters to enhance the play? 11. To what extent is fate responsible for the outcome of the play? 12. To what extent is Romeo’s hamartia responsible for his demise? 	<p>Poetry Anthology</p> <ol style="list-style-type: none"> 1. What is poetry and its purpose 2. How to annotate a poem. 3. What is meant by the terms ‘power’ and ‘conflict’? 4. Context and conventions of Romantic poetry. Exploring 15 poems from ‘Power and Conflict’ Cluster 5. Ozymandias – Percy Shelley <p align="center">Intentional Monitoring</p>	<p>Poetry Anthology/ Speaking and Listening Endorsement</p> <ol style="list-style-type: none"> 1. Recapping effective linguistic techniques. 2. Exploring use of persuasive techniques in speeches. 3. How to carry out effective research? 4. How to orate with clarity and confidence. 5. How to draft and re-draft effectively.

	<ol style="list-style-type: none"> 6. Introducing structural terminology 7. How to answer question three 8. What is evaluation? 9. How to support evaluation with the text. 10. Answering question four Intentional Monitoring 11. Writing to describe 12. Writing a narrative 	<ol style="list-style-type: none"> 4. Establishing the context of Scrooge as a miserly misanthrope in Stave One. Intentional Monitoring 5. Exploring social responsibility through Marley's desire to save Scrooge. 6. Exploring Scrooge's past in Stave Two (family and leadership) 7. Understanding the value of Christmas in Stave 3. 8. Exploring the impact of Scrooge's choices in Stave 4. 9. What is redemption and how has Scrooge been redeemed in Stave 5. Intentional Monitoring 10. What is the legacy of 'A Christmas Carol' and what can we 		<ol style="list-style-type: none"> 6. London – <u>William Blake</u> 7. Extract from, The Prelude – <u>William Wordsworth</u> 8. My Last Duchess – <u>Robert Browning</u> 9. The Charge of the Light Brigade – <u>Alfred Lord Tennyson</u> 10. Exposure – <u>Wilfred Owen</u> 11. Storm on the Island – <u>Seamus Heaney</u> 12. Bayonet Charge – <u>Ted Hughes</u> 13. Remains – <u>Simon Armitage</u> Intentional Monitoring 14. Poppies – <u>Jane Weir</u> 15. War Photographer – <u>Carol Ann Duffy</u> 16. Tissue – <u>Imtiaz Dharker</u> 17. The Emigree – <u>Carol Rumens</u> 18. Checking Out Me History – <u>John Agard</u> 19. Kamikaze – <u>Beatrice Garland</u> 	<ol style="list-style-type: none"> 6. Intentional Monitoring Assessment- Performing and recording speeches
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		learn from it's lessons?		
Prior knowledge	Year 9- Synoptic Dickens	Year 7- Synoptic Shakespeare Year 8- Macbeth (tragedy- genre) Year 9- The Merchant of Venice (familiarity with Shakespearean language)	Year 8- Poetry Through the Ages (poetic techniques, making inferences) Year 9- Multicultural poetry. Year 7- Rhetoric	
CEIAG Specific careers links	Arts co-ordinator Museum curator Archivist Writer Screenwriter Teacher			
RRSA	Article 28: Right to education	Article 28: Right to education	Article 28: Right to education	
Cross curricular links	History- Life in Victorian England	History- Life in Elizabethan England/ Italian Renaissance	History- Romantic Movement/ Crimean War/ WWI/WWII/ Modern War (Afghanistan, Iraq etc.)	
Useful websites/v ideas				
Wider Reading				
Literacy Programme	<ul style="list-style-type: none"> • Decode it NOW • Guided practice/model answers • Sentence Starters • Writing strategies 	<ul style="list-style-type: none"> • Decode it NOW • Guided practice/model answers • Sentence Starters • Writing strategies 	<ul style="list-style-type: none"> • Decode it NOW • Guided practice/model answers • Sentence Starters • Writing strategies 	
Independent Learning Tasks	Past Papers Essays Additional reading	Past Papers Essays Additional reading	Past Papers Essays Additional reading	