



Curriculum Map for English Year 10

YEAR 10	Autumn - Literature	Autumn - Language
Topics	An Inspector Calls	Language Paper 1
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Priestley’s Influence and Ideas About Socialism • Socialism and Capitalism as Theories • Class System • Pre-War Britain and The Years Between Wars 	<ul style="list-style-type: none"> • Narrative Elements Such as Plot and Setting • Figurative Language • Characterisation
Disciplinary Knowledge – How The Knowledge Taught Is Applied	<ul style="list-style-type: none"> • Identifying and Evaluating Symbolism • Persuasive Language Application and Evaluation • Possible Effects of a Range of Techniques (language, form and structure) 	<ul style="list-style-type: none"> • Analysing Language, Form and Structure to Create Meanings • Writing to Create Specific Effects • Analysing Themes and Intentions
Skills	<ul style="list-style-type: none"> • Crafting Sustained Responses • Analysing Writer’s Intention, Purpose, and Effect • Spelling, Punctuation and Grammar 	<ul style="list-style-type: none"> • Writing Creatively for a Specific Type, Audience and Purpose • Crafting Sustained Responses to Writers and Texts • Analysing Writer’s Intention, Purpose and Effect • Spelling, Punctuation and Grammar
Links To Prior Learning	<ul style="list-style-type: none"> • Communism, Socialism and Capitalism in History • Dramatic Devices • Edwardian England (History) • Social Order/Class System/Class Division (History) • WWI and WWII (History) • Year 9 English Curriculum on Conflict 	<ul style="list-style-type: none"> • Narrative Elements
Literacy/ Numeracy	<ul style="list-style-type: none"> • Reading for a Purpose • Identifying, Comprehending, Analysing, Summarising and Synthesising • Tension Graphs • Timelines 	<ul style="list-style-type: none"> • Reading for a Purpose • Identifying, Comprehending, Analysing, Summarising and Synthesising • Plot Graphs
Cross Curricular	<ul style="list-style-type: none"> • Poverty and Oppression • Equality and Equity • Tax System 	<ul style="list-style-type: none"> • Equity and Equality • Exposure to a Variety of Fictional Texts Spanning Different Time Periods • Empathy and Sympathy • Reading for Pleasure
Assessment	<p>Formative:</p> <ul style="list-style-type: none"> • SIR1 - Extract from the opening of the play, students analyse form and structure. 	<p>Formative:</p> <ul style="list-style-type: none"> • SIR1 - Question on ‘The Werewolf’ with a focus on language, structure and form to create meaning and effect.

	<ul style="list-style-type: none"> SIR2- Extract from Birling’s speech, students make links between text and context. <p>Summative:</p> <ul style="list-style-type: none"> End of Term - GCSE exam style question. 	<ul style="list-style-type: none"> SIR2 - Question on ‘Enduring Love’ with a focus on evaluating text critically. <p>Summative:</p> <ul style="list-style-type: none"> End of Term - Full Language Paper 1 on <i>Animal Farm</i>.
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YEAR 10	Spring 1	Spring 2
Topics	Macbeth	Language Paper 2
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> Dramatic Devices Jacobean England Shakespearean Language 	<ul style="list-style-type: none"> Nonfiction Elements Persuasive Techniques
Disciplinary Knowledge – How The Knowledge Taught Is Applied	<ul style="list-style-type: none"> Ideas About Social Order and Social Hierarchy Analysing Language, Form and Structure Considering Theme and Effect Exploring a Writer's Intentions and Effects 	<ul style="list-style-type: none"> Using Language, Form and Structure for Specific Types of Texts, Audiences and Purposes Writing Persuasively to Present a Viewpoint Commenting on Techniques and Effects
Skills	<ul style="list-style-type: none"> Crafting Sustained Responses Analysing a Writer’s Intention, Purpose and Effect 	<ul style="list-style-type: none"> Writing Creatively for a Specific Type, Audience and Purpose Crafting Sustained Responses to Writers and Texts Analysing a Writer’s Intention, Purpose and Effect Public Speaking
Links To Prior Learning	<ul style="list-style-type: none"> Jacobean England Dramatic Devices 	<ul style="list-style-type: none"> Nonfiction Reading and Writing Speaking and Listening Ideas About Social Responsibility
Literacy/ Numeracy	<ul style="list-style-type: none"> Reading For a Purpose-Identifying, Comprehending, Analysing, Summarising and Synthesising Tension Graphs Timelines 	<ul style="list-style-type: none"> Reading For a Purpose Identifying, Comprehending, Analysing, Summarising and Synthesising Writing with Appropriate Spelling, Punctuation and Grammar Mind Mapping
Cross Curricular	<ul style="list-style-type: none"> Exposure to Drama Understanding of Human Emotions and the Human Condition 	<ul style="list-style-type: none"> Equity and Equality Class Division Debates on Legalisation of Marijuana Debates on Phone Use for Teens Debates on Spending Time Outside Debates on Violence in Society
Assessment	<p>Formative:</p> <ul style="list-style-type: none"> SIR1 - Act I Scene IV with a focus on language, structure and form to create meaning and effect. SIR2 - Act II Scene II with students focusing on the relationship between the text and its context. 	<p>Formative:</p> <ul style="list-style-type: none"> SIR1 - Question on the effects of phones on people with a focus on language, structure and form to create meaning and effect. SIR2 - Question on legalising cannabis with a focus on comparing writer’s ideas

	<ul style="list-style-type: none"> SIR3 - Act III Scene I with a focus on reading, understanding and responding to texts. SIR4 - Act IV Scene III with students focusing on the relationship between the text and its context. <p>Summative:</p> <ul style="list-style-type: none"> End of Term - <i>Macbeth</i> GCSE style exam question. 	<p>and perspectives</p> <p>Summative:</p> <ul style="list-style-type: none"> End of Term - GCSE style Language Paper 2 Section A.
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YEAR 10	Summer - Literature	Summer - Language
Topics	Unseen Poetry	Art of Rhetoric
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> Poetic Devices Poetry Terminology 	<ul style="list-style-type: none"> Persuasive Techniques Nonfiction Elements
Disciplinary Knowledge – How The Knowledge Taught Is Applied	<ul style="list-style-type: none"> Exploring Theme and Effect Analysing Language, Form and Structure Writing About a Writer’s Intentions and Effects 	<ul style="list-style-type: none"> Manipulating Language, Form and Structure for Nonfiction Writing Manipulating Persuasive Techniques to Achieve a Purpose
Skills	<ul style="list-style-type: none"> Writing Sustained Responses Responding to Themes, Ideas and Techniques Identifying and Commenting on Techniques 	<ul style="list-style-type: none"> Writing Persuasively Writing to Present a Viewpoint
Links To Prior Learning	<ul style="list-style-type: none"> Poetic Devices Poetry Terminology Inequality Class Divisions Edwardian England 	<ul style="list-style-type: none"> Persuasive Writing Type, Audience and Purpose for Nonfiction Writing Writing to Present a Viewpoint Nonfiction Reading and Writing Speaking and Listening Ideas About Social Responsibility
Literacy/ Numeracy	<ul style="list-style-type: none"> Reading For a Purpose Identifying, Comprehending, Analysing, Summarising and Synthesising Writing with <u>A</u>ppropriate Spelling, Punctuation and Grammar Mind Mapping Using Rubrics to Self-Assess 	<ul style="list-style-type: none"> Reading For a Purpose Identifying, Comprehending, Analysing, Summarising and Synthesising Writing with Appropriate Spelling, Punctuation and Grammar Mind Mapping
Cross Curricular	<ul style="list-style-type: none"> Empathy and Sympathy Compassion Understanding of Irony Understanding of Human Emotions and The Human Condition 	<ul style="list-style-type: none"> Identifying and Addressing Bias Identifying and Challenging Inequality and Inequity Empathy and Sympathy Compassion Politics and Society

<p>Assessment</p>	<p>Formative:</p> <ul style="list-style-type: none"> • SIR1 – 'Medusa' focusing on reading, understanding and responding to texts and also with a focus on language, structure and form to create meaning and effect. • SIR2 – 'Deaf Man' focusing on reading, understanding and responding to texts and also with a focus on language, structure and form to create meaning and effect. <p>Summative:</p> <ul style="list-style-type: none"> • End of Term - Unseen poetry questions assessing reading, understanding and responding to texts and the use of language, structure and form to create meaning and effect. 	<p>Formative:</p> <ul style="list-style-type: none"> • SIR1 – Write your own 'Ban the ...' speech. • SIR2- Write an epideictic speech for your year group. <p>Summative:</p> <ul style="list-style-type: none"> • End of Term - Speaking and Listening Presentations
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