



Curriculum Map



Subject: English

Year group: 10 (full course Sets 1-5)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>GCSE Text: A Christmas Carol</p> <p>What influenced Dickens to write the novella? What comments did Dickens make about society? What is a metonym? What does Scrooge represent? What is an allegory?</p> <p>Key terminology: Allusion, Catalyst, Didactic, Hyperbole, Prolepsis, Stave, Malthusian Economics, Purgatory, Transmorphism</p>	<p>Paper 1 Language - Exploration in creative reading. [Section A and Section B]</p> <p>How is the Language paper structured? How does a writer use language to create meaning? How does a writer use structure to create meaning? What does it mean to evaluate? What core language devices are used by writers to create effect? What core structural devices are used by writers to create effect?</p> <p>What is meant by audience and purpose? What core language devices should I be using in my writing? How do I use a range of sentence structures for effect? How can I use a wide range of punctuation to aid meaning? What structural devices should I use to develop plot or description?</p> <p>Key terminology: climax, zooming in or out, shifting perspective, dialogue,</p>	<p>Paper 2 Language - Writers’ viewpoints and perspectives [Section A]</p> <p>What is meant by viewpoint and perspective? What methods do writers use to establish tone? What does it mean to summarise? What does it mean to compare two texts?</p> <p>Key terminology: comparison, counter-argument, non-fiction, rhetorical appeals, ethos, pathos, logos, facts, statistics, direct address, modal verbs, personal pronouns, opinion, rhetorical question, repetition, emotive language, triples, authorial intent, authorial intent, Hyperbole, tone.</p>	<p>Paper 2 Language - Writing from a viewpoint or perspective [Section B]</p> <p>What methods can I use to persuade and argue? What different forms of writing could appear on Paper 2, Q5 and how are they different? What makes an effective argument?</p> <p>Key terminology: rhetorical appeals, ethos, pathos, logos, facts, statistics, direct address, modal verbs, personal pronouns, opinion, rhetorical question, repetition, emotive language, triples, authorial intent, authorial intent, Hyperbole, tone.</p>	<p>Paper 2 Literature - Power and Conflict poetry (6 poems conflict)</p> <p>What is each poem about? How does the context impact the reader’s reaction? What issues do each of the poems explore? What methods does the poet use to shape meaning?</p> <p>Key terminology: Form, Structure, Rhyme, Blank verse, First person, Imagery, Metaphor, Oxymoron, Simile, Volta, Enjambment, Caesura, In media res, Irregular structure, Rhyming couplets, Repetition, Half rhyme, Assonance,</p>	<p>Spoken Language Preparation</p> <p><i>(First two weeks of term is revision for PPEs)</i></p> <p>What methods can I use to persuade and argue? What makes an effective argument?</p> <p>Key terminology: rhetorical appeals, ethos, pathos, logos, facts, statistics, direct address, modal verbs, personal pronouns, opinion, rhetorical question, repetition, emotive language, triples, authorial intent, Hyperbole, tone.</p>



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		<p>simple/compound/complex sentence, sensory language, Assonance, Oxymoron, dynamic verb, simple, metaphor, personification, repetition</p>				
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Analyse the way in which Dickens uses language and structure to develop plot and character or deliver a message to the audience.</p> <p>Identify, with confidence, language and structural features which contribute to meaning or reader’s understanding of the novella.</p> <p>Demonstrate, through writing, understanding of what the novella is about,</p>	<p>Identify and interpret explicit and implicit information and ideas.</p> <p>Evaluate texts critically and support this with textual references.</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.</p> <p>Use subject terminology accurately, when</p>	<p>To confidently read unseen non-fiction texts from the 19th, 20th and 21st centuries.</p> <p>To identify and interpret explicit and implicit information and ideas.</p> <p>To explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.</p>	<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical devices to support coherence and cohesion of texts.</p> <p>Use information provided by others to write in different forms.</p>	<p>Use key poetic terminology to analyse the methods used.</p> <p>Compare the presentation of ideas or themes across 2 poems.</p> <p>Apply contextual knowledge to reading of text.</p> <p>Use effective essay structures which include clear thesis/statements,</p>	<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical devices to support coherence and cohesion of texts.</p> <p>Use information provided by others to write in different forms.</p>



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	<p>including central themes, and how Dickens has developed meaning.</p> <p>To answer a GCSE style essay question, closed book.</p>	<p>analysing how meaning is shaped.</p> <p>To confidently read unseen fictional texts from the 19th, 20th and 21st centuries.</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical devices to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>To compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.</p> <p>To evaluate texts critically and support this with textual references.</p>	<p>Maintain a consistent point of view; maintaining coherence and consistency across a text.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>high level critical vocabulary, developed analytical response and accurate SPaG.</p>	<p>Maintain a consistent point of view; maintaining coherence and consistency across a text.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
Assessment	Big write 1: How does Dickens present Scrooge's attitude to the poor?	Big write 1: Jamaica Inn [Section A and Section B]	Big write 1: Elephant [2019 Nov] [Section A]	Big write 1: Animal in Captivity [Section B]	Big write 1: Compare how poets present the effects of conflict in <i>Exposure</i> and one other poem of your choice.	Students writing and delivering speeches.
Literacy/Numeracy/ SMSC/Character	<p>Literacy focus: Effective essay structures, thesis statements, topic sentences, discourse markers and high level vocabulary choices.</p> <p>SMSC/Character: Why is community important? What is collective responsibility?</p>	<p>Literacy focus: Conciseness and clarity of writing. Spelling and correct use of subject terminology.</p> <p>[Section B] Literacy focus: Varying sentence structures, paragraphing</p>	<p>Literacy focus: Conciseness and clarity of writing. Spelling and correct use of subject terminology. Writing in timed conditions.</p> <p>SMSC/Character: Exposure to a wide range</p>	<p>Literacy focus: Structuring a clear, well-maintained argument. Varying sentence structures and paragraphing for effect, grammatical choices and punctuation.</p> <p>SMSC/Character: Range of current news/ affairs</p>	<p>Literacy focus: Effective essay structures, thesis statements, topic sentences and high level vocabulary choices including discourse markers for comparison.</p> <p>SMSC/Character: Exploration of texts</p>	<p>Literacy focus: Structuring a clear, well-maintained argument. Varying sentence structures and paragraphing for effect, grammatical choices and punctuation.</p> <p>SMSC/Character: Range of current news/ affairs</p>



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	<p>How can we help others who experience more challenging circumstances?</p>	<p>for effect, grammatical choices and punctuation.</p> <p>SMSC/Character: Awareness of emotions through reader response. Exposure to a wide range of topics through unseen texts.</p> <p>[Section B] SMSC/Character: Opportunity to express own ideas freely and develop own distinct voice.</p>	<p>of topics through unseen texts.</p>	<p>explored in reading material used as a prompt for writing. Opportunity to articulate own ideas and opinions on particular issues.</p>	<p>focused on war from various perspectives. Debate and discussion surrounding issues of war being glorified, the true horrors of war, the issue of patriotism, treatment of soldiers, purpose of war photography, impact on family of soldiers and after effects of war.</p>	<p>explored in reading material used as a prompt for writing. Opportunity to articulate own ideas and opinions on particular issues.</p>
<p>Rationale & Links to learning</p>	<p>Set text for KS4 literature paper 1.</p> <p>Builds on the same themes and moral questions explored in An Inspector Calls and throughout Year 9.</p>	<p>Skills set developed throughout KS3, knowledge of how to analyse language and structure central to this unit.</p> <p>Writing concisely in timed conditions, building writing stamina.</p> <p>Skills set developed throughout KS3 can be transferred to individual writing where students mirror styles of writing previously learnt.</p>	<p>The final element of the language course. Introducing the requirement to compare which has now been explored through poetry.</p>	<p>Revisiting previous writing skills from Year 8 and 9 Rhetoric units. Historically underperform in this section so require a more detailed approach to teaching before Year 11.</p>	<p>Analytical skills fully developed at this point, but need to introduce a comparative element to writing essays.</p>	<p>Revisiting previous writing skills from Year 8 and 9 Rhetoric units. Historically underperform in this section so require a more detailed approach to teaching before Year 11.</p>