

Curriculum Map – English

Year Group – 10

Term	Autumn 1			
Unit title (delete box if 1 part to unit)	An Inspector Calls			
Length	15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	Skills: <ul style="list-style-type: none"> To be able to develop your own informed response to a text (A01). To be able to understand and respond to a text (A01). To be able to select the correct evidence from a text (A01). To be able to analyse language or imagery from a text (A02). 	Knowledge: <ul style="list-style-type: none"> Building explicitly on Year 9 <i>Folktale and Allegories</i> unit (spiral). Analysing language and structure in a text. Developing literary criticism skills and applying them in writing. 	Skills: <ul style="list-style-type: none"> To be able to comment on the effect of a writer's choices (A02). To be able to analyse the effect of a writer's choices (A02). To be able to discuss the writer's intention in a text (A03). To be able to evaluate the writer's intentions in a text (A04). 	Knowledge: <ul style="list-style-type: none"> Building explicitly on Year 9 <i>Folktale and Allegories</i> unit (spiral). Analysing language and structure in a text. Developing literary criticism skills and applying them in writing.
Activities and Assessment	An Inspector Calls		Key vocabulary to learn will be in booklet.	

Term	Autumn 2			
Unit title (delete box if 1 part to unit)	A Christmas Carol			
Length	15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	Skills: <ul style="list-style-type: none"> To be able to develop your own informed response to a text (A01). To be able to understand and respond to a text (A01). To be able to select the correct evidence from a text (A01). To be able to analyse language or imagery from a text (A02). 	Knowledge: <ul style="list-style-type: none"> Building explicitly on units studied in Year 7 (<i>Victorian Childhood</i>), Year 8 (<i>Gothic Short Stories</i>) and Year 9 (<i>Folktales and Allegories</i>). Analysing language and structure in a text. Developing literary criticism skills and applying them in writing. 	Skills: <ul style="list-style-type: none"> To be able to comment on the effect of a writer's choices (A02). To be able to analyse the effect of a writer's choices (A02). To be able to discuss the writer's intention in a text (A03). To be able to evaluate the writer's intentions in a text (A04). 	Knowledge: <ul style="list-style-type: none"> Building explicitly on units studied in Year 7 (<i>Victorian Childhood</i>), Year 8 (<i>Gothic Short Stories</i>) and Year 9 (<i>Folktales and Allegories</i>). Analysing language and structure in a text. Developing literary criticism skills and applying them in writing.
Activities and Assessment	Key activities (including project work, community visits):		Key vocab to learn:	

Term	Spring 1			
Unit title (delete box if 1 part to unit)	Language Explorations in Creative Reading and Writing.			
Length	15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	<ul style="list-style-type: none"> Analyse language and structure (A02) Analyse the effects of a writer's choice (A02) Use a variety of punctuation to create a certain effect in writing (A06). 	Knowledge: <ul style="list-style-type: none"> Pupils will learn how to approach Paper 1 drawing on skills they have learnt in KS3. 	Skills: <ul style="list-style-type: none"> To be able to communicate clearly, effectively and imaginatively (A05). To be able to organise ideas and information in a cohesive and coherent form (A05). Use a variety of vocabulary to create a certain effect in writing (A06). 	Knowledge: <ul style="list-style-type: none"> Pupils will learn how to approach Paper 1 drawing on skills they have learnt in KS3.
Activities and Assessment	Key activities (including project work, community visits):		Key vocabulary to learn will be in booklet.	

Term	Spring 2			
Unit title (delete box if 1 part to unit)	Macbeth			
Length	15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	Skills: <ul style="list-style-type: none"> To be able to develop your own informed response to a text (A01). To be able to understand and respond to a text (A01). To be able to select the correct evidence from a text (A01). To be able to analyse language or imagery from a text (A02). 	Knowledge: <ul style="list-style-type: none"> Building explicitly on Shakespeare studied in Year 7 (<i>The Tempest</i>), Year 8 (<i>Romeo and Juliet</i>) and Year 9 (<i>Julius Caesar</i>). Discuss any interesting similarities and differences in relation to ideas, concepts. 	Skills: <ul style="list-style-type: none"> To be able to comment on the effect of a writer's choices (A02). To be able to analyse the effect of a writer's choices (A02). To be able to discuss the writer's intention in a text (A03). To be able to evaluate the writer's intentions in a text (A04). 	Knowledge: <ul style="list-style-type: none"> What message might they want the reader to think about? methods between texts studied. Use comparative discourse markers Use commas after comparative discourse markers Reference to theme or literary concepts.
Activities and Assessment	Key activities (including project work, community visits):		Key vocabulary to learn will be in booklet.	

Term	Summer 1			
Unit title (delete box if 1 part to unit)	Unseen Poetry and Power and Conflict Poems			
Length	15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	Skills: <ul style="list-style-type: none"> To be able to develop your own informed response to a text (A01). To be able to understand and respond to a text (A01). To be able to select the correct evidence from a text (A01). To be able to analyse language or imagery from a text (A02). 	Knowledge: <ul style="list-style-type: none"> Building explicitly on skills taught in the poetry units in KS3. Students will analyse language, structure and form of unseen poems. 	Skills: <ul style="list-style-type: none"> To be able to comment on the effect of a writer's choices (A02). To be able to analyse the effect of a writer's choices (A02). To be able to discuss the writer's intention in a text (A03). 	Knowledge: <ul style="list-style-type: none"> Building explicitly on skills taught in the poetry units in KS3. Students will analyse language, structure and form of unseen poems.
Activities and Assessment	The Prelude, Storm on an Island, Ozymandias, My Last Duchess, London		Key vocabulary to learn will be in booklet.	

Term	Summer 2			
Unit title (delete box if 1 part to unit)	Writer's Viewpoint and Perspective			
Length	15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	Skills: <ul style="list-style-type: none"> To be able to understand and respond to a text (A01). To be able to select the correct evidence from a text (A01). To be able to analyse language or imagery from a text (A02). To be able to comment on the effect of a writer's choices (A02). To be able to analyse the effect of a writer's choices (A02). 	Knowledge: <ul style="list-style-type: none"> Pupils will learn how to approach Paper 2 drawing on skills they have learnt in KS3. 	Skills: <ul style="list-style-type: none"> To be able to discuss the writer's intention in a text (A03). To be able to communicate clearly, effectively and imaginatively (A05). To be able to organise ideas and information in a cohesive and coherent form (A05). 	Knowledge: <ul style="list-style-type: none"> Building explicitly on skills taught in <i>Writing for Passion</i> (Y8), <i>Women's Rights</i> (Y8) and <i>The Art of Rhetoric</i> (Y9), students will compare two pieces of non-fiction in Section A.
Activities and Assessment	Key activities (including project work, community visits):		Key vocabulary to learn will be in booklet.	