



Year 10 English Curriculum Map

Overview	<p>In Year 10, students start their English Literature GCSE by studying <i>An Inspector Calls</i>, a play which continues to have resonance in these modern times. There is a baseline assessment at the start of the year so that we can check pupils' writing skills. Students will study the bulk of the English Literature texts in this first year of their GCSE course: <i>Dr Jekyll and Mr Hyde</i>; thematically-based poetry dating back to the Romantic movement; Shakespeare's <i>Macbeth</i>. Students will also undertake their Spoken Language Endorsement. They will also begin to study a variety of fiction and non-fiction texts and undertake a variety of creative writing tasks for different audiences and purposes. In Year 11, students' reading skills (including analysis, comparison, evaluation and synthesis) and writing skills (describe, entertain, persuade and argue) are developed and refined, so that they are ready for the terminal exams in both English Language and English Literature.</p>					
Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	English Literature Modern texts: <i>An Inspector Calls</i> English Language Creative Writing	English Literature 19th Century Novel: <i>Dr Jekyll and Mr Hyde</i>	English Literature Unseen Poetry and Power and Conflict Poetry	English Language Language Paper 1 Explorations in Creative Reading and Writing	English Literature Shakespeare: <i>Macbeth</i>	Spoken Language Endorsement
Knowledge	What type of play is <i>An Inspector Calls</i> ? Dramatic devices 20th Century ideologies 20th Century British society	Gothic Fiction The nature of good and evil Duality British society in the 19th Century	Poetry Anthology Students will consider poetry through a range of unseen poems as well as focusing on a selection of the 15 Power and Conflict Poems from the AQA Poetry Anthology.	Students will read an engaging creative text and be inspired to write creatively themselves	Students will study 'Macbeth' and explore themes and character by reading the whole play. The social and historical context of Jacobean England and Scotland; The 16th Century mind and religion	Students will deliver a formal presentation to peers on a topic of their choice.
Skills	Responding to texts and tasks, use references effectively to support explanation.	Responding to texts and tasks, use references effectively to support explanation.	Starting to demonstrate elements of thoughtful consideration and/or examination of	Identify and interpret explicit and implicit information and ideas Select and synthesise	Responding to texts and tasks, use references effectively to support explanation.	Adapting spoken language to purpose and audience Express challenging

	<p>Explanation of writer's methods with appropriate use of relevant subject terminology</p> <p>Understanding of ideas, perspectives, contextual factors</p> <p>Exploring relationships between texts and their contexts</p>	<p>Explanation of writer's methods with appropriate use of relevant subject terminology</p> <p>Understanding of ideas, perspectives, contextual factors</p> <p>Exploring relationships between texts and their contexts</p>	<p>writer's methods and/or contexts</p> <p>Comparison skills</p>	<p>evidence from different texts</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects</p> <p>Compare writers' ideas and perspectives</p> <p>Evaluate texts critically</p> <p>Communicate clearly, effectively and imaginatively, in different forms, for different purposes and audiences use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Explanation of writer's methods with appropriate use of relevant subject terminology</p> <p>Understanding of ideas, perspectives, contextual factors</p> <p>Exploring relationships between texts and their contexts</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>ideas/information/ feelings using a range of vocabulary</p> <p>Organise and structure presentation clearly and appropriately to meet the needs of the audience</p> <p>Achieve the purpose of the presentation</p> <p>Listen to questions/feedback responding formally and in some detail</p>
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