

# Year 10 Curriculum Map for English

What are the intended aims for this year's curriculum?												
<ul style="list-style-type: none"> <li>➤ To introduce the discrete subjects of Language and Literature</li> <li>➤ To teach the content of three Literature texts (75% of the course), making links with units studied in KS3</li> <li>➤ To develop an academic writing style when responding to literary texts</li> <li>➤ To develop ability to synthesise context and apply to analysis</li> <li>➤ To be able to read and respond to unseen texts</li> </ul>												
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6		
Shakespeare Romeo and Juliet LITERATURE PAPER 2 SECTION B		Shakespeare Romeo and Juliet LITERATURE PAPER 2 SECTION B		Jekyll and Hyde Nineteenth-century literature LITERATURE PAPER 1 SECTION B		Jekyll and Hyde Nineteenth-century literature LITERATURE PAPER 1 SECTION B		Non-fiction language skills LANGUAGE PAPER 1		Poetry LITERATURE PAPER 2 SECTION A		
Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of EoY exam		
'Big idea(s)' / fundamental concepts	To be able to explore how a theme/character is presented throughout the text, with reference to context.		To be able to explore how a theme/character is presented throughout the text, with reference to context.		To be able to explore how a theme/character is presented throughout the text, with reference to context.		To be able to explore how a theme/character is presented throughout the text, with reference to context.		To be able to analyse and evaluate non-fiction texts. To be able to write in the style of various non-fiction texts.		To be able to analyse a poem, and to be able to compare poems.	
Knowledge to be learnt	<ul style="list-style-type: none"> <li>➤ Plot up to Act 3, Sc 1</li> <li>➤ Genre conventions (tragedy)</li> <li>➤ Historical, social and literary context (production and reception)</li> <li>➤ Elizabethan theatre conventions</li> <li>➤ Characters</li> <li>➤ Structural features</li> <li>➤ Language features</li> <li>➤ Form (e.g. epistolary)</li> <li>➤ Writer's purpose</li> <li>➤ Cultural impact</li> </ul>		<ul style="list-style-type: none"> <li>➤ Plot from Act 3, Sc 1 to end</li> <li>➤ Genre conventions (tragedy)</li> <li>➤ Historical, social and literary context (production and reception)</li> <li>➤ Elizabethan theatre conventions</li> <li>➤ Characters</li> <li>➤ Structural features</li> <li>➤ Language features</li> <li>➤ Form (e.g. epistolary)</li> <li>➤ Writer's purpose</li> <li>➤ Cultural impact</li> </ul>		<ul style="list-style-type: none"> <li>➤ Plot of chapters 1-5</li> <li>➤ Genre conventions</li> <li>➤ Historical, social and literary context (production and reception)</li> <li>➤ Characters</li> <li>➤ Narrative point of view</li> <li>➤ Structural features</li> <li>➤ Language features</li> <li>➤ Form (e.g. epistolary)</li> <li>➤ Writer's purpose</li> </ul>		<ul style="list-style-type: none"> <li>➤ Plot of chapters 6-10</li> <li>➤ Genre conventions</li> <li>➤ Historical, social and literary context (production and reception)</li> <li>➤ Characters</li> <li>➤ Narrative point of view</li> <li>➤ Structural features</li> <li>➤ Language features</li> <li>➤ Form (e.g. epistolary)</li> <li>➤ Writer's purpose</li> </ul>		<ul style="list-style-type: none"> <li>➤ Forms: letter, speech, article</li> <li>➤ Purposes: inform/explain, advise, argue, persuade.</li> <li>➤ Structural features</li> <li>➤ Language features</li> </ul>		<ul style="list-style-type: none"> <li>➤ 'Relationships' cluster</li> <li>➤ Types of poem</li> <li>➤ Structural features</li> <li>➤ Language features</li> <li>➤ Form</li> <li>➤ Writer's purpose</li> <li>➤ Poetic tradition</li> </ul>	
Key vocabulary	FORM/STRUCTURE/LANGUAGE/TEXT/PLAY/STANZA/IMAGERY/LEXICAL FIELD/PLAYWRIGHT/COUPLLET/RHYMING COUPLLET/SIMILE/ CHARACTER/STAGE DIRECTIONS/RHYME/METAPHOR/DESCRIBE/MONOLOGUE/RHYME SCHEME/PERSONIFICATION/DIALOGUE/VERSE/ EXTENDED METAPHOR/IAMBIC PENTAMETER/ TRAGEDY / VERSE / PROSE / BLANK VERSE / SHAKESPEAREAN SONNET / STAGE DIRECTIONS / DIALOGUE / MONOLOGUE / SOLILOQUY / ASIDE / INTERNAL RHYME / JUXTAPOSITION / CAESURA / ENJAMBEMENT / FORESHADOWING / STICHOMYTHIA / FOREGROUNDING / REPETITION / DEVIATION / TURN-TAKING / STATIC CHARACTER / DYNAMIC CHARACTER / LENGTH OF TURNS		FORM/STRUCTURE/LANGUAGE/TEXT/PLAY/STANZA/IMAGERY/LEXICAL FIELD/PLAYWRIGHT/COUPLLET/RHYMING COUPLLET/SIMILE/ CHARACTER/STAGE DIRECTIONS/ RHYME/METAPHOR/DESCRIBE/MONOLOGUE/ RHYME SCHEME/ PERSONIFICATION/DIALOGUE/ VERSE/ EXTENDED METAPHOR/ IAMBIC PENTAMETER/ TRAGEDY / VERSE / PROSE / BLANK VERSE / SHAKESPEAREAN SONNET / STAGE DIRECTIONS / DIALOGUE / MONOLOGUE / SOLILOQUY / ASIDE / INTERNAL RHYME / JUXTAPOSITION / CAESURA / ENJAMBEMENT / FORESHADOWING / STICHOMYTHIA / FOREGROUNDING / REPETITION / DEVIATION / TURN-TAKING / STATIC CHARACTER / DYNAMIC CHARACTER / LENGTH OF TURNS		PROSE/FICTION/NOVEL/FIRST-PERSON/THIRD-PERSON/NARRATOR/NARRATIVE/PLOT/FORM/STRUCTURE/ FOREGROUNDING/ FORESHADOWING/DYNAMIC CHARACTER/STATIC CHARACTER/ JUXTAPOSITION / CHRONOLOGY/ FLASHBACK/ FLASHFORWARD/ RISING ACTION/CLIMAX/FALLING ACTION/ SIMILE/ METAPHOR/ PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ ALLUSION/ LEXICAL FIELD/ OXYMORON/ PATHETIC FALLACY/ UNCANNY / REPRESSION/ DOPPELGANGER/ SUPERNATURAL / EPISTOLARY / DUALITY / MORALITY / ETHICS / ABERRATION / ABHORRENT / ALLEGORY / ALLUSION / ATAVISM / CONSCIOUSNESS / DEBASED / DEGENERATE / DEPRAVED / DUALITY / ETHICS / FERAL / METAMORPHOSIS / PERVERSION / RESPECTABILITY / RESTRAINT / SAVAGE / SUBCONSCIOUS / SUPERNATURAL / UNORTHODOX / VICTORIAN		PROSE/FICTION/NOVEL/FIRST-PERSON/THIRD-PERSON/NARRATOR/NARRATIVE/PLOT/FORM/STRUCTURE/ FOREGROUNDING/ FORESHADOWING/DYNAMIC CHARACTER/STATIC CHARACTER/ JUXTAPOSITION/ CHRONOLOGY/ FLASHBACK/ FLASHFORWARD/ RISING ACTION/CLIMAX/FALLING ACTION/ SIMILE/ METAPHOR/ PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ ALLUSION/ LEXICAL FIELD/ OXYMORON/ PATHETIC FALLACY/ UNCANNY / REPRESSION/ DOPPELGANGER/ SUPERNATURAL / EPISTOLARY / DUALITY / MORALITY / ETHICS / ABERRATION / ABHORRENT / ALLEGORY / ALLUSION / ATAVISM / CONSCIOUSNESS / DEBASED / DEGENERATE / DEPRAVED / DUALITY / ETHICS / FERAL / METAMORPHOSIS / PERVERSION / RESPECTABILITY / RESTRAINT / SAVAGE / SUBCONSCIOUS / SUPERNATURAL / UNORTHODOX / VICTORIAN		GENRE/ PURPOSE/AUDIENCE/NON-FICTION/INFORM/EXPLAIN/ DESCRIBE/ FIRST-PERSON/THIRD-PERSON/ JUXTAPOSITION/ CHRONOLOGY/ FORM/STRUCTURE/ FOREGROUNDING/ FORESHADOWING/PATHOS/ETHOS /LOGOS/ANECDOTES/BIOGRAPHY/ AUTOBIOGRAPHY/RHETORIC/ ALLITERATION/ RHETORICAL QUESTION/ REPETITION/ EMOTIVE LANGUAGE/ STATISTICS/ PERSUASIVE LANGUAGE/ HYPERBOLE/ ANADIPLOSIS		FORM/OPEN FORM/ CLOSED FORM/ SONNET/ ELEGY/ COUPLLET/ RHYMING COUPLLET/ IAMBIC PENTAMETER/RHYME/ RHYME SCHEME/ RHYTHM/ INTERNAL RHYME/ JUXTAPOSITION/ CAESURA/ ENJAMBEMENT/ REPETITION/ FOREGROUNDING/ SIMILE/ METAPHOR/ PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ ALLUSION/ LEXICAL FIELD/ OXYMORON/ ALLITERATION/ SIBILANCE/ ASSONANCE/ ONOMATOPOEIA/ FORESHADOWING/ EMOTIVE LANGUAGE/ RHETORICAL QUESTION/ SYMBOL/ HYPERBOLE	
N/A		N/A		N/A		N/A		J&H Question and Writing Task – Fortnightly Quizzes for content		Language paper and Literature Paper – Fortnightly Quizzes for content		

The role of reading and comprehension	Embedded throughout: pupils read the original text(s), as well as reading widely around the text.		Embedded throughout: pupils read the original text(s), as well as reading widely around the text.		Embedded throughout: pupils read the original text(s), as well as reading widely around the text.		Embedded throughout: pupils read the original text(s), as well as reading widely around the text.		Embedded throughout: pupils read the original text(s), as well as reading widely around the text.
The role of independent extended writing	Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction and analysis.		Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction and analysis.		Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction and analysis.		Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction and analysis.		Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction and analysis.
The role of maths/ numeracy	Time management, number of marks, century, using numeracy to identify meter and rhythm		Time management, number of marks, century, using numeracy to identify meter and rhythm		Time management, number of marks, century, using numeracy to identify meter and rhythm		How statistics are used to inform/explain – and the effects.		Using number to help identify meter/rhythm.
Links to careers/ aspirations	Working in theatre industry, develop an appreciation of drama, drama teacher.				Science, law, journalism		Science, law, journalism		Local activism within the community and school. Roles linked to media/journalism/politics
Core skills <i>A skill is a performance built on what a person knows</i>	<ul style="list-style-type: none"> <li>➤ Develop a personal response to the text;</li> <li>➤ Apply context</li> <li>➤ Analyse Form, language and structure</li> <li>➤ Accurately use subject terminology</li> <li>➤ Identify characteristics of genre</li> <li>➤ Evaluate and compare understand texts through comprehension skills</li> <li>➤ use a range of descriptive writing features, spell accurately</li> <li>➤ punctuate accurately</li> <li>➤ use a range of sentence types</li> <li>➤ paragraph accurately.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Develop a personal response to the text;</li> <li>➤ Apply context</li> <li>➤ Analyse Form, language and structure</li> <li>➤ Accurately use subject terminology</li> <li>➤ Identify characteristics of genre</li> <li>➤ Evaluate and compare understand texts through comprehension skills</li> <li>➤ use a range of descriptive writing features, spell accurately</li> <li>➤ punctuate accurately</li> <li>➤ use a range of sentence types</li> <li>➤ paragraph accurately.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Develop a personal response to the text;</li> <li>➤ Apply context</li> <li>➤ Analyse Form, language and structure</li> <li>➤ Accurately use subject terminology</li> <li>➤ Identify characteristics of genre</li> <li>➤ Evaluate and compare understand texts through comprehension skills</li> <li>➤ use a range of descriptive writing features, spell accurately</li> <li>➤ punctuate accurately</li> <li>➤ use a range of sentence types</li> <li>➤ paragraph accurately.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Develop a personal response to the text;</li> <li>➤ Apply context</li> <li>➤ Analyse Form, language and structure</li> <li>➤ Accurately use subject terminology</li> <li>➤ Evaluate and compare understand texts through comprehension skills</li> <li>➤ use a range of descriptive writing features, spell accurately</li> <li>➤ punctuate accurately</li> <li>➤ use a range of sentence types</li> <li>➤ paragraph accurately.</li> </ul>	To	<ul style="list-style-type: none"> <li>➤ Develop a personal response to the text;</li> <li>➤ Apply context</li> <li>➤ Analyse Form, language and structure</li> <li>➤ Accurately use subject terminology</li> <li>➤ Identify characteristics of genre</li> <li>➤ Evaluate and compare understand texts through comprehension skills</li> <li>➤ use a range of descriptive writing features, spell accurately</li> <li>➤ punctuate accurately</li> <li>➤ use a range of sentence types</li> <li>➤ paragraph accurately.</li> </ul>
Dept. enrichment activities	RSC livestream		RSC livestream		Wider exposure to Gothic form through theatre Contrasting adaptations		Wider exposure to Gothic form through theatre Contrasting adaptations		Reading a range of other poems Reading around the texts Using the poems as stimulus for other writing
Home learning opportunities	Revision for fortnightly quiz Specific activities targeted to needs of students and related to the unit of study Private independent reading/watching of another Shakespeare text, BBC Teach, online study content		Revision for fortnightly quiz Specific activities targeted to needs of students and related to the unit of study Private independent reading/watching of another Shakespeare text, BBC Teach, online study content		Revision for fortnightly quiz Specific activities targeted to needs of students and related to the unit of study Private independent reading of another Gothic text, BBC Teach, online study content		Revision for fortnightly quiz Specific activities targeted to needs of students and related to the unit of study Private independent reading of another Gothic text, BBC Teach, online study content		Revision for fortnightly quiz Specific activities targeted to needs of students and related to the unit of study Private independent reading Regular reading of non-fiction texts e.g. newspaper