

Year 10 Curriculum Map for English

What are the intended aims for this year's curriculum?												
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of EoY exam
	Jekyll and Hyde Nineteenth-century literature LITERATURE PAPER 1 SECTION B		Jekyll and Hyde Nineteenth-century literature LITERATURE PAPER 1 SECTION B		Shakespeare Romeo and Juliet LITERATURE PAPER 2 SECTION B		Shakespeare Romeo and Juliet LITERATURE PAPER 2 SECTION B		Non-fiction language skills LANGUAGE PAPER 1		Poetry LITERATURE PAPER 2 SECTION A	
'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"> ➤ Plot of chapters 1-5 ➤ Genre conventions ➤ Historical, social and literary context (production and reception) ➤ Characters ➤ Narrative point of view ➤ Structural features ➤ Language features ➤ Form (e.g. epistolary) ➤ Writer's purpose 		<ul style="list-style-type: none"> ➤ Plot of chapters 6-10 ➤ Genre conventions ➤ Historical, social and literary context (production and reception) ➤ Characters ➤ Narrative point of view ➤ Structural features ➤ Language features ➤ Form (e.g. epistolary) ➤ Writer's purpose 		<ul style="list-style-type: none"> ➤ Plot up to Act 3, Sc 1 ➤ Genre conventions (tragedy) ➤ Historical, social and literary context (production and reception) ➤ Elizabethan theatre conventions ➤ Characters ➤ Structural features ➤ Language features ➤ Form (e.g. epistolary) ➤ Writer's purpose ➤ Cultural impact 		<ul style="list-style-type: none"> ➤ Plot from Act 3, Sc 1 to end ➤ Genre conventions (tragedy) ➤ Historical, social and literary context (production and reception) ➤ Elizabethan theatre conventions ➤ Characters ➤ Structural features ➤ Language features ➤ Form (e.g. epistolary) ➤ Writer's purpose ➤ Cultural impact 		<ul style="list-style-type: none"> ➤ Forms: letter, speech, article ➤ Purposes: inform/explain, advise, argue, persuade. ➤ Structural features ➤ Language features 		<ul style="list-style-type: none"> ➤ 'Relationships' cluster ➤ Types of poem ➤ Structural features ➤ Language features ➤ Form ➤ Writer's purpose ➤ Poetic tradition 	
Key vocabulary	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		FORM/STRUCTURE/LANGUAGE/TEXT/PLAY/STANZA/IMAGERY/LEXICAL FIELD/PLAYWRIGHT/COUPLET/RHYMING COUPLET/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/COUPLET/RHYMING COUPLET/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		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/COUPLET/RHYMING COUPLET/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	

The role of reading and comprehension	Embedded throughout: students read the original text, as well as reading around the text.		Embedded throughout: students read the original text, as well as reading around the text.		Embedded throughout: students read the original text, as well as reading around the text.		Embedded throughout: students read the original text, as well as reading around the text.		Embedded throughout: students read extracts from the text, as well as reading around the text.		Embedded throughout: students read extracts from the text, as well as reading around the text.
The role of independent extended writing	Students have a weekly writing lesson based on the text, focusing on descriptive writing. Students are also expected to complete extended analytical writing based on their reading texts.		Students have a weekly writing lesson based on the text, focusing on descriptive writing. Students are also expected to complete extended analytical writing based on their reading texts.		Focus on Paper 1 (non-fiction) writing skills: reports, instructional, rhetoric etc		Focus on Paper 1 (non-fiction) writing skills: reports, instructional, rhetoric etc		Students will have a weekly writing lesson focusing on transactional texts.		Students have a weekly writing lesson based on the text, focusing on descriptive and transactional writing. Students are also expected to complete extended analytical writing based on their reading texts.
The role of maths/ numeracy	Time management, number of marks		Time management, number of marks,		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	Science, law, journalism		Science, law, journalism		Working in theatre industry, develop an appreciation of drama, drama teacher.				Local activism within the community and school. Politics Media Journalism		Roles linked to media/journalism/publishing
Core skills <i>A skill is a performance built on what a person knows</i>	To be able to: <ul style="list-style-type: none"> ➤ Develop a personal response to the text; ➤ Apply context ➤ Analyse Form, language and structure ➤ Accurately use subject terminology ➤ Identify characteristics of genre ➤ Evaluate and compare understand texts through comprehension skills ➤ use a range of descriptive writing features, ➤ spell accurately ➤ punctuate accurately ➤ use a range of sentence types ➤ paragraph accurately. 		To be able to: <ul style="list-style-type: none"> ➤ Develop a personal response to the text; ➤ Apply context ➤ Analyse Form, language and structure ➤ Accurately use subject terminology ➤ Identify characteristics of genre ➤ Evaluate and compare understand texts through comprehension skills ➤ use a range of descriptive writing features, ➤ spell accurately ➤ punctuate accurately ➤ use a range of sentence types ➤ paragraph accurately. 		To be able to: <ul style="list-style-type: none"> ➤ Develop a personal response to the text; ➤ Apply context ➤ Analyse Form, language and structure ➤ Accurately use subject terminology ➤ Identify characteristics of genre ➤ Evaluate and compare understand texts through comprehension skills ➤ use a range of descriptive writing features, ➤ spell accurately ➤ punctuate accurately ➤ use a range of sentence types ➤ paragraph accurately. 		To be able to: <ul style="list-style-type: none"> ➤ Develop a personal response to the text; ➤ Apply context ➤ Analyse Form, language and structure ➤ Accurately use subject terminology ➤ Identify characteristics of genre ➤ Evaluate and compare understand texts through comprehension skills ➤ use a range of descriptive writing features, ➤ spell accurately ➤ punctuate accurately ➤ use a range of sentence types ➤ paragraph accurately. 		To be able to: <ul style="list-style-type: none"> ➤ Develop a personal response to the text; ➤ Apply context ➤ Analyse Form, language and structure ➤ Accurately use subject terminology ➤ Identify characteristics of genre ➤ Evaluate and compare understand texts through comprehension skills ➤ use a range of writing features, ➤ spell accurately ➤ punctuate accurately ➤ use a range of sentence types ➤ paragraph accurately. 		To be able to: <ul style="list-style-type: none"> ➤ Develop a personal response to the text; ➤ Apply context ➤ Analyse Form, language and structure ➤ Accurately use subject terminology ➤ Identify characteristics of genre ➤ Evaluate and compare understand texts through comprehension skills ➤ use a range of descriptive writing features, ➤ spell accurately ➤ punctuate accurately ➤ use a range of sentence types ➤ paragraph accurately.
Dept. enrichment activities	Wider exposure to Gothic form through theatre Contrasting adaptations		Wider exposure to Gothic form through theatre Contrasting adaptations		World Book day, RSC livestream		World Book day, RSC livestream				Reading a range of other poems Reading around the texts Using the poems as stimulus for other writing
Home learning opportunities	HW tasks Private independent reading of another Gothic text, BBC Teach, online study content		HW tasks Private independent reading of another Gothic text, BBC Teach, online study content		HW tasks Private independent reading/watching of another Shakespeare text, BBC Teach, online study content		HW tasks Private independent reading/watching of another Shakespeare text, BBC Teach, online study content		HW tasks Private independent reading Regular reading of non-fiction texts e.g. newspaper		HW tasks Private independent reading