

Curriculum Mapping: English Years 10-11

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 10	<p>A Christmas Carol Fiction – Novel Analysis Spoken Language Assessment</p>		<p>Language Paper 1 Explorations in creative reading and writing</p>	<p>P&C Poetry Fiction – Poetry Analysis</p>	<p>The Merchant of Venice Fiction –Play Analysis</p>		
	<p>Concepts/Tier 3 vocabulary</p> <p>The Poor Law and Treadmill System/ Thomas Malthus/ misanthropic vs philanthropic/ solitude/ avaricious/ pathetic fallacy, symbolism, imagery, tension, narrative perspective, dialogue.</p>		<p>Concepts/Tier 3 vocabulary</p> <p>critical evaluation, inference, narrative perspectives, description, structural features eg: shift in mood/pace, language features eg: figurative language.</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Context- Romantic poetry, society and philosophy, changing attitudes to war, the Crimea, WW1/WW2, modern conflicts, civilian perspectives. Form/Structure/narrative perspective, language devices etc. Comparative connectives</p>	<p>Concepts/Tier 3 vocabulary</p> <p>conflict/anti-Semitism, love, female roles, justice/mercy, revenge, parents and children tragedy/comedy/problem play/soliloquy/symbolism/iambic pentameter/blank verse/prose/sympathy/stereotype.</p>		
	<p>Justification:</p> <p>To ensure students can read a challenging 19th century text in full and in depth. Students should be able to explore plot, characterisation, use of setting, moral purpose, writers' intentions, drama and tension. Precise quotations and terminology should be applied to support ideas in summary and analysis, whilst developing analytical writing skills, for example "write a lot about a little". Students should be able to learn key quotations and apply literary terminology, and structural features adopted by Dickens: e.g. pathetic fallacy, symbolism, imagery, tension, narrative perspective, dialogue.</p> <p>Spoken Language Study a range of individual spoken presentations in formal and informal contexts. Learn requirements of formal spoken presentation: organisation, communication and engagement of audience, speaking to notes, use of rhetorical devices in speech, use of Standard English, use of visual resources. Plan, prepare and rehearse own individual presentation. Contribute to discussion through open questioning, responding to others' views.</p>		<p>Justification:</p> <p>To be able to read and analyse a variety of extracts from 20th or 21st century fiction. Students should focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches. Students should refer to evidence in a text and use precise quotation and terminology to support ideas in summary and analysis. "Write a lot about a little". Must learn and apply literary and linguistic terminology: the parts of speech, writers' methods including figurative, phonological and rhetorical devices. Students should understand timings and skills required for the examination. Reading: Q1 comprehension skills and inference; Q2 analysing language and effects; Q3 analysing the structure of a text and effects; Q4 analysing language and structure to create an opinion based on a statement; Writing: Q5 writing to describe based on an image or written prompt. Should develop creative writing skills using a range of vocabulary, sentence structures and punctuation for clarity, purpose and effect using knowledge about writers' methods and conscious crafting of own writing.</p>		<p>Justification:</p> <p>Students should identify the subject terminology of poetry regarding tone, mood, sound, structure, metre, figurative language and symbol. Should use precise quotation and terminology to support ideas in summary and analysis. They must also learn key quotation and apply them to analytical, comparative paragraphs. "Write a lot about a little". Should be able to use a range of comparative connectives and link key ideas, context, language and structural features used across two poems.</p>		<p>Justification:</p> <p>To ensure students can read a challenging 16th century text in full and in depth. Students should explore plot, Venetian setting, characterisation (e.g. Bassanio, Antonio, Shylock, Jessica, Portia) and central themes (e.g. conflict/anti-Semitism, love, female roles, justice/mercy, revenge, parents and children). They must use precise quotation to support ideas in summary and analysis; develop analytical writing skills, whilst adopting the "Write a lot about a little" strategy. Students must learn key quotations and apply dramatic terminology, whilst exploring Shakespeare's use of language and structure: e.g. tragedy/comedy/problem play/soliloquy/symbolism/iambic pentameter/blank verse/prose/sympathy/stereotype.</p>

	Assessment: Practice ACC extract completed in class 'How does Dickens present...' (either theme or character based)	Assessment: In-class assessment (exam conditions): GCSE English Literature Paper 1: Extract-based question on the presentation of a key character or theme	Assessment: Practice Language Paper 1 Question 5 to be completed in class- description or narrative	Assessment: Year 10 PPES- ACC extract (either theme or character based), Power and Conflict question (focused on effects of war) and Language Paper 1 Q1-5	Assessment: Practice TMoV extract completed in class 'How does Shakespeare present...' (either theme or character based)	Assessment: In-class assessment (exam conditions): GCSE English Literature Paper 1: Extract-based question (either theme or character based)
<p>Wider reading/Cultural capital</p> <p>ACC- explore wider moral, social, historical issues and how these are developed in longer texts as appropriate: e.g. class and gender in Victorian England; the Poor Law; representation of – and attitudes towards – Victorian England; death and mortality; religion; different audience responses; imperialist attitudes towards other cultures/races, etc.</p> <p>Language Paper 1- accessing a variety of extracts from 20th or 21st century fiction.</p> <p>Power and Conflict- Romantic poetry, society and philosophy, changing attitudes to war, the Crimea, the First and Second World Wars, modern conflicts, civilian perspectives</p> <p>TMoV- Explore wider moral, social, historical issues and how these are developed in longer texts e.g. anti-Semitism in Renaissance Europe and relationship with current society/anti-Semitic tropes then and now; different audience responses; patriarchal Renaissance England; Renaissance Venice; courtship and 16th century roles of children/daughters/men and women</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	An Inspector Calls Fiction – Play Analysis	Language Paper 2 Writers Viewpoints & Perspectives and	Unseen/P&C Poetry Fiction – Poetry analysis	Revision - all	Revision - all	
Year 11	Concepts/Tier 3 vocabulary symbolism, coup de theatre, theatrical unities, allegory, dramatic irony, tension, wealth, power, responsibility, morality, class, status, age, gender	Concepts/Tier 3 vocabulary comparison, writer's perspective, rhetorical devices eg: imperatives, anaphora, repetition, enargia, figurative language, discourse markers and cohesion, linguistic devices, presenting a viewpoint	Concepts/Tier 3 vocabulary tone, mood, sound, structure, metre, figurative language and symbol.	Concepts/Tier 3 vocabulary	Concepts/Tier 3 vocabulary	Concepts Tier 3 vocabulary

<p>Justification:</p> <p>To be able to read a whole dramatic text in depth and to understand characterisation: Mr Birling, Mrs Birling, Sheila, Eric, Gerald, The Inspector and Eva. To identify key themes such as wealth/power/responsibility/mortality/class/status/age/gender. Students should be able to use precise quotations and apply/identify methods used. Terminology should be implemented when supporting ideas in summary and analysis, eg. symbolism, coup de theatre, theatrical unities, allegory, dramatic irony, tension. Students need to learn key quotations too.</p>	<p>Justification</p> <p>To read and analyse a variety of extracts of non-fiction from different periods. To focus on openings, endings, writers' perspectives and points of view, comparison, writers' use of rhetorical and other linguistic devices in presenting a point of view. To understand writing to convey a point of view: conscious crafting of own writing and use of structural, rhetorical devices: eg questions, imperatives, anaphora, repetition, figurative language, discourse markers and cohesion. Students must use precise quotation and terminology to support ideas in summary and analysis. They need to understand the timings and skills required for the examination: Reading: Question 1: comprehension and inference; Question 2: comparison and inference; Question 3: analysing language and effects; Question 4: comparison of writer's methods (language/structure/narrative perspective). Writing: Question 5: writing to argue/persuade/present a particular point of view.</p>	<p>Justification:</p> <p>Students should be able to identify subject terminology of poetry and use precise quotation. This is to support ideas in summary and analysis. Students should learn key quotations and "Write a lot about a little".</p> <p>Unseen Poetry Students should read and respond to short unseen poems, out of context, on a wide range of themes. Then compare the way poets treat a shared theme. The subject terminology of poetry regarding tone, mood, sound, structure, metre, figurative language and symbol should be identified. Must refer to evidence in a text and use precise quotation and terminology to support ideas in summary and analysis. "Write a lot about a little". Students should understand timings and skills required for the examination.</p>	<p>Justification:</p> <p>Particular focus on Language Paper 1, in preparation for February PPES</p>	<p>Justification:</p>	<p>Justification:</p>
<p>Assessment:</p> <p>Assessment: GCSE Literature Paper 2 Section A Modern Texts (Year 11 Nov PPE)</p>	<p>Assessment:</p> <p>Assessment: GCSE Language Paper 2 (Year 11 Nov PPE) GCSE Spoken Language (Year 11 Dec)</p>	<p>Assessment:</p> <p>Assessment: GCSE Literature Paper 2 Section B Poetry: Power and Conflict and Section C: Unseen Poetry (Year 11 Feb PPE)</p>	<p>Assessment:</p> <p>Assessment: GCSE Language Paper 1 (Year 11 Feb PPE)</p>	<p>Assessment:</p>	<p>Assessment:</p>

Wider reading/Cultural capital

- An Inspector Calls: political and social context of Priestley's world; post-war political/social change.
- Paper 2 Language: variety of extracts of non-fiction from different periods
- Power and Conflict Poetry: Romantic poetry, society and philosophy, changing attitudes to war, the Crimea, the First and Second World Wars, modern conflicts, civilian perspectives.
- Unseen Poetry: inner conflict, identify, diversity, relationships, gender roles... range of modern and historical poems