

Year 10 English Curriculum Map			
Dates	Term 1	Term 2	Term 3
Focus	A Christmas Carol	Power and Conflict Poetry	Language Paper 1
Key Knowledge	<ul style="list-style-type: none"> - Develop understating of Dickens' contribution to the literary heritage and contextual factors that may have influenced him. - Develop knowledge of Victorian England. - Literacy skills. - Develop knowledge of cultural traditions around Christmas. - Develop knowledge of decoding skills. - Key language and structural devices. - Develop knowledge of narrative writing techniques including characterisation, setting and plot. - Knowledge of <i>A Christmas Carol</i>. 	<ul style="list-style-type: none"> - Understanding of poetic contribution to the literary heritage and contextual factors that may have influenced key poets - Understanding of how to write an exam response - Key language and structural devices. - Understanding of key historical, geographical and social events (such as WW1) - Knowledge of key poets and poems and how each fits into the canon. - Understanding of how to approach an unseen poem. - Literacy skills. 	<ul style="list-style-type: none"> - An understanding of how to apply critical reading and comprehension skills: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text - An understanding of how to apply summary and synthesis skills: identifying the main theme or themes; summarising ideas and information from a single text; - How to evaluate of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text - How to compare texts: comparing two or more texts critically with respect to the above. - How to produce clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text - How to write for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

Key Skills	<p><u>READING – Assessment Objectives</u></p> <p>AO1 • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 • Explain, comment on and analyse how writers use language and structure to have effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers’ ideas and perspectives, as well as how these are expressed, across two or more texts.</p> <p>AO4 • Evaluate texts critically and support this with appropriate textual references.</p> <p><u>WRITING – Assessment Objectives</u></p> <p>AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting style and register for different forms, purposes and audiences.</p> <p>AO6 • Use a range of vocabulary and sentence structures for a specific purpose and effect, with accurate spelling and punctuation.</p> <p><u>SPOKEN LANGUAGE – Assessment Objectives</u></p> <p>AO7 - Present in a formal setting AO8 – Listen and respond appropriately to spoken language AO9 – Use spoken standard English appropriately</p>	<p><u>READING – Assessment Objectives</u></p> <p>AO1 • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 • Explain, comment on and analyse how writers use language and structure to have effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers’ ideas and perspectives, as well as how these are expressed, across two or more texts.</p> <p>AO4 • Evaluate texts critically and support this with appropriate textual references.</p> <p><u>WRITING – Assessment Objectives</u></p> <p>AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting style and register for different forms, purposes and audiences.</p> <p>AO6 • Use a range of vocabulary and sentence structures for a specific purpose and effect, with accurate spelling and punctuation.</p> <p><u>SPOKEN LANGUAGE – Assessment Objectives</u></p> <p>AO7 - Present in a formal setting AO8 – Listen and respond appropriately to spoken language AO9 – Use spoken standard English appropriately</p>	<p><u>READING – Assessment Objectives</u></p> <p>AO1 • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 • Explain, comment on and analyse how writers use language and structure to have effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers’ ideas and perspectives, as well as how these are expressed, across two or more texts.</p> <p>AO4 • Evaluate texts critically and support this with appropriate textual references.</p> <p><u>WRITING – Assessment Objectives</u></p> <p>AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting style and register for different forms, purposes and audiences.</p> <p>AO6 • Use a range of vocabulary and sentence structures for a specific purpose and effect, with accurate spelling and punctuation.</p> <p><u>SPOKEN LANGUAGE – Assessment Objectives</u></p> <p>AO7 - Present in a formal setting AO8 – Listen and respond appropriately to spoken language AO9 – Use spoken standard English appropriately</p>
Assessment Title	Analysis of an extract (modelled on AQA Lit paper 1 Q1)	Comparative analysis of two cluster poems (modelled on AQA Lit paper 2 Q2 section A) Analysis of an unseen poem (modelled on AQA Lit paper 2 Q2 section B)	AQA Lang paper 1 AQA Lang paper 2

		Comparative analysis of two unseen poems (modelled on AQA Lit paper 2 Q2 section C)	
Homework	Weekly knowledge organiser homework	Weekly knowledge organiser homework	Weekly knowledge organiser homework