

Curriculum Map 2021/2022



YEAR 10 ENGLISH LITERATURE & LANGUAGE

Year 10 English is the first year of the two year GCSE course. At the end of KS4, students should have two English GCSEs: English Literature and English Language. They follow the AQA specification for both English Literature and English Language

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
CONTENT <i>Declarative Knowledge - Know what</i>	Shakespeare Romeo and Juliet <ul style="list-style-type: none"> Contextual study Gender: masculinity and reputation Tragedy Character types Loyalty Imagery Foreshadowing Conflict Parental control 	Romeo and Juliet & Language paper Review <ul style="list-style-type: none"> Purpose, audience and format Information retrieval Summary Writing devices Comparison of intent and varying readers 	Poetry anthology Power and conflict collection <ul style="list-style-type: none"> Imagery Writer's intent Contextual factors Thematic linking Structure Identity Conflict and war Poetic movements 	Poetry anthology & Unseen Poetry <ul style="list-style-type: none"> Context Writers intent Imagery Compare and contrast Structure and imagery 	AQA Language Paper 1 Fiction <ul style="list-style-type: none"> Fiction articles Structural devices Imagery Sentence structures Tone & atmosphere Tier 2 vocabulary 	AQA Language Paper 2 Non-fiction <ul style="list-style-type: none"> Comparative non-fiction articles Formal/ informal language Colloquial language Varying reader and context
SKILLS <i>Procedural Knowledge Know how</i>	<u>Reading</u> Respond to key ideas and concepts in set texts by demonstrating a more personal response. Use a range of carefully selected evidence to support interpretations and ideas Analyse writer's intentions by including a range of appropriate methods. Make wider contextual links and include the bigger picture. <u>Writing</u> To write in a style that is well-structured, articulate and carefully planned. To include appropriate and imaginative vocabulary according to task, purpose and audience. To write with technical accuracy - SPAG		<u>Reading</u> Respond to key ideas and concepts in set texts by demonstrating a more personal response. Use a range of carefully selected evidence to support interpretations and ideas Analyse writer's intentions by including a range of appropriate methods. Make wider contextual links and include the bigger picture. <u>Writing</u> To write in a style that is well-structured, articulate and carefully planned. To include appropriate and imaginative vocabulary according to task, purpose and audience. To write with technical accuracy - SPAG		<u>Reading</u> Respond to key ideas and concepts in set texts by demonstrating a more personal response. Use a range of carefully selected evidence to support interpretations and ideas Analyse writer's intentions by including a range of appropriate methods. Make wider contextual links and include the bigger picture. <u>Writing</u> To write in a style that is well-structured, articulate and carefully planned. To include appropriate and imaginative vocabulary according to task, purpose and audience. To write with technical accuracy - SPAG	

<p>KEY QUESTIONS</p>	<p>Autumn 1: How does context effect the representation of masculinity? How is the theme of conflict portrayed in Romeo and Juliet? How is parental control and example of conflict? Is love truly real for Romeo or is he just a romantic fool? Is fate the controlling factor in the tragic play?</p> <p>Autumn 2: How does the write present mood and atmosphere? How can we summarise the key points of the article? What structural features can be found in the fiction extracts?</p>	<p>Spring 1: How do poets present their views on conflict? How are poetic views shaped by contextual factors? How are structural features used? Which poetic devices are used in order to create mood and atmosphere? What are the themes that link poems in the anthology?</p> <p>Spring 2: What themes are evident in two unseen poems? How can two poems on one theme have such varying tones and moods? What poetic devices are used in two unseen poems and what is their effect on a reader?</p>	<p>Summer 1 & 2 How does the writer use language to affect the reader? How does the writer use structure to interest the reader? How does the writer use methods to effectively achieve a particular purpose? How do writers explore similarities and differences? How do writers present different viewpoints? Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts. Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts</p>
<p>ASSESSMENT</p>	<p>Autumn 1: Teacher Marked: Romeo & Juliet Act 1 Scene 1 Explore how Shakespeare presents aggressive male behaviour in <i>Romeo and Juliet</i>. (1 hour)</p> <p>Autumn 2: 1. AQA- <u>NMM</u>: Lang Paper 1 Q4 - Nov 2019 2. Teacher Marked: Romeo & Juliet <u>Act 3 Scene 5</u> Explore how Shakespeare presents relationships between adults & young people. (1 hour)</p>	<p>Spring 1: Teacher Marked: Power & Conflict Compare the ways poets present ideas about conflict in ‘Exposure’ and one other poem from ‘Power and Conflict’ (1 hour)</p> <p>Spring 2: Externally Marked: Combined Lit Paper: Romeo and Juliet and Power and Conflict</p> <p>Externally Marked: Lang Paper 1: Specimen 2 Brighton Rock (Q1-5- 1 hour 45 minutes)</p>	<p>Summer 1: Teacher Marked: Language Paper 1: Specimen 1 Jamaica Inn (1 hour 45 minutes)</p> <p>Summer 2: <u>NMM</u>: Lit Paper 1 Section A – Romeo and Juliet (1 hour)</p> <p><u>AND</u> Teacher Marked: Language Paper 2 Specimen 1 (1 hour 45 minutes)</p>
<p>EXTENDED LEARNING</p>	<p>Bedrock vocabulary to develop Tier 2 language Homework booklets with non-fiction articles and contextual information</p>	<p>Bedrock vocabulary to develop Tier 2 language Non-fiction articles that support AQA Language Paper 2</p>	<p>Bedrock vocabulary to develop Tier 2 language Practice papers and articles t develop vocabulary and awareness of writing styles</p>