

St Mary's CE High School Curriculum Map 2023-24

YEAR 10 English Literature and Language



Through the exploration of literature and language, students embark on a transformative journey, developing cultural, emotional, intellectual, social, and spiritual growth. Reading becomes a gateway to acquiring knowledge and expanding existing foundations, fuelling curiosity and lifelong learning, as well as fostering equitable access to cultural capital. By embracing the richness of literature and language, we empower students to become articulate communicators, compassionate global citizens and the voices of a brighter future so they see no barriers to aspiring to ambitious careers.

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 Tier 2 vocabulary 	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 Tier 2 vocabulary 	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 Tier 2 vocabulary 	Poetry anthology & Unseen Poetry <ul style="list-style-type: none"> Context Writers intent Imagery Compare and contrast Structure and imagery Tier 2 vocabulary 	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 Tier 2 vocabulary
	Reading Respond to key ideas and concepts in set texts by demonstrating a more personal response.		Reading Respond to key ideas and concepts in set texts by demonstrating a more personal response.		Reading Revisit explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers.	

	<p>Conceptualised approach to essay writing focusing on one concept and using their knowledge of the text to support their analysis.</p> <p>Analysis of language/ structure/ form to explore what the writer did and why.</p> <p>Use of specific moments/ references/ quotes to support the concept exploration.</p> <p>Links being made between context/ ideas/ task/ text to benefit the exploration of the concepts.</p> <p>Writing:</p> <p>To write in a style that is well-structured, articulate and carefully planned. Accurate punctuation, spelling and grammar used through formal English.</p> <p>Essay writing skills.</p> <p>Use of specific vocabulary that will aid the meaning/ specificity of the essay.</p> <p>To write with technical accuracy - SPAG</p>	<p>Conceptualised approach to essay writing focusing on one concept and using their knowledge of the text to support their analysis.</p> <p>Analysis of language/ structure/ form to explore what the writer did and why.</p> <p>Use of specific moments/ references/ quotes to support the concept exploration.</p> <p>Links being made between context/ ideas/ task/ text to benefit the exploration of the concepts.</p> <p>Writing:</p> <p>To write in a style that is well-structured, articulate and carefully planned. Accurate punctuation, spelling and grammar used through formal English.</p> <p>Essay writing skills.</p> <p>Use of specific vocabulary that will aid the meaning/ specificity of the essay.</p> <p>To write with technical accuracy - SPAG</p>	<p>Revisit evaluating texts critically. This skill is revisited from Year 9 and 10 Literature.</p> <p>Writing</p> <p>Plan and write an effective descriptive or narrative response.</p> <p>Select and use vocabulary for impact on the reader.</p> <p>Construct sentence structures and other language devices on the reader.</p> <p>Sentence structure and language devices and spell and punctuate accurately.</p> <p>Revisited writing skills from Key Stage 3</p>
KEY QUESTIONS	<p>Autumn 1:</p> <p>How does context effect the representation of masculinity?</p> <p>How is the theme of conflict portrayed in Romeo and Juliet?</p> <p>How is parental control an example of conflict?</p> <p>Is love truly real for Romeo or is he just a romantic?</p> <p>Is fate the controlling factor in the tragic play?</p> <p>Autumn 2:</p> <p>How does the writer present mood and atmosphere?</p>	<p>Spring 1:</p> <p>How do poets present their views on conflict?</p> <p>How are poetic views shaped by contextual factors?</p> <p>How are structural features used?</p> <p>Which poetic devices are used in order to create mood and atmosphere?</p> <p>What are the themes that link poems in the anthology?</p> <p>Spring 2:</p> <p>What themes are evident in two unseen poems?</p> <p>How can two poems on one theme have such varying tones and moods?</p>	<p>Summer 1 & 2</p> <p>How does the writer use language to affect the reader?</p> <p>How does the writer use structure to interest the reader?</p> <p>How does the writer use methods to effectively achieve a particular purpose?</p> <p>How do writers explore similarities and differences?</p> <p>How do writers present different viewpoints?</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Identify and interpret explicit and implicit information and ideas.</p> <p>Select and synthesise evidence from different texts</p>

	How can we summarise the key points of the article? What structural features can be found in the fiction extracts?	What poetic devices are used in two unseen poems and what is their effect on a reader?	
ASSESSMENT	<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 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 Externally Marked: Lang Paper 1: (Q1-5- 1 hour 45 minutes)</p>	<p>Summer 1: Teacher Marked: Language Paper 1: (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>
EXTENDED LEARNING	Educake to review and retrieve prior learning Homework booklets with non-fiction articles and contextual information	Educake to review and retrieve prior learning Revision booklets with retrieval tasks	Educake to review and retrieve prior learning Revision booklets with retrieval tasks and practise of key skills and knowledge from year 10.