

English



Year 10

Curriculum Map




Year 10 – Autumn Term

Explorations in Creative Reading and Writing

Prior Learning	<p>Pupils have read and explored a range of fictional texts – plays, novels, short stories and extracts – across key stage 3. The study of how writers use language and structure for effect in novels like ‘Lord of the Flies’ and ‘Rani and Sukh’ studied in year 9 will prepare pupils for the challenge of analysing unseen prose extracts this term. Furthermore, the study of dramas like ‘Romeo and Juliet’ (year 9) and ‘Blood Brothers’ (year 8) will prepare pupils for the reading and study of Priestley’s play and the exploration of characters and themes in ensuing essay writing.</p>
What will I learn?	<p>During this unit, pupils will focus on the following topics/texts:</p> <p>Prose Analysis – developing a personal response to prose, using evidence to support inferences and explore/evaluate how different writers use language techniques to create certain effects or impressions. Pupils will also explore how writers use structure for effect, commenting on how narratives are sequenced to engage the reader.</p> <p>Narrative Writing – pupils will review a range of engaging short stories, identifying the key elements incorporated; they will review the use of first person and third person narrative perspectives and their main benefits/disadvantages; pupils will recap how setting can be used to create mood/atmosphere; they will also explore the different methods of characterisation; pupils will review the five part story structure and explore how flashbacks/flashforwards can be used to create a non-linear narrative; pupils will plan and write their own short story incorporating the range of elements covered; during the unit, pupils will complete a range of activities designed to review and apply the appropriate usage of spelling, punctuation and grammar.</p> <p>‘An Inspector Calls’ – pupils will read, study and watch the drama; they will identify relevant socio-historical context surrounding the text, relating it to the play’s main themes and concerns; pupils will explore the play’s main characters and themes, considering how language, staging and structure are used in their presentation; they will evaluate the play’s moral dimension and explore the writer’s purpose/intentions; pupils will conclude by planning and writing a critical essay on a character or theme from the play.</p>
How will I be assessed?	<p>Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment e.g. weekly low stakes testing will enable teachers to check the pupils’ knowledge and understanding. Pupils will complete a summative assessment each term, which will assess their pupils’ understanding and application of the key content and skills covered during the unit.</p>
Next Steps	<p>Pupils will develop their skills of literary analysis in the following unit, exploring how writers use language, form and structure in poetry to create effects and convey meaning. Furthermore, the identification of key ideas/themes developed in poetry, linked to context and the writer’s purpose, will build on the work completed during the study of ‘An Inspector Calls’. Pupils will revisit creative writing at the beginning of year 11 when they will complete a unit on descriptive writing and recap narrative writing.</p>
Opportunities for Independent Learning	<p>Mr. Bruff, YouTube Video Tutorials – https://www.youtube.com/user/mrbruff/featured BBC Bitesize, useful revision of the following topics/texts: Writing Non-fiction – https://www.bbc.co.uk/bitesize/guides/zwt3rdm/revision/1 ‘An Inspector Calls’ – https://www.bbc.co.uk/bitesize/topics/zpr639g Love and Relationships Cluster (selected poems) –</p>

	https://www.bbc.co.uk/bitesize/topics/zprysg8 Love and Relationships Cluster (all poems) – https://genius.com/15396092
Personal Development and CEIAG	The study of the short story 'For the Last Time' will facilitate discussion around the Holocaust – pupils will learn about the extremes that prejudice/ discrimination can lead to, encouraging respect for other people and their different beliefs and customs; furthermore, this will promote respect for democracy by highlighting the danger of autocratic regimes where decisions are made by those holding power whilst the general public are powerless to speak out or act against them. The unfair treatment of the central female character – Eva Smith – in Priestley's play 'An Inspector Calls' promotes the importance of equal rights for all, regardless of gender, class or background.
Enrichment Opportunities (Cultural Capital)	Potential for a year 10 theatre trip to watch a live performance of the play 'An Inspector Calls' 'An Inspector Calls' 2018 Film Adaptation: An Inspector Calls (2018) - YouTube

	<h2>Year 10 – Spring Term</h2> <h3>The Art of Comparison</h3>
Prior Learning	Pupils have analysed and compared a range of non-fiction texts connected to a common theme, most recently in year 9, developing their skills of inference, analysis, summary, synthesis and comparison. At key stage 3, pupils completed modules on discursive writing (year 8) and persuasive writing (year 9), so they will be familiar with the conventions of article and speech writing and the use of rhetorical devices to engage with and influence the reader. The comparison of poetry in year 9 will prepare pupils for the challenges of analysing and writing about unseen poems in a critical style.
What will I learn?	During this unit, pupils will focus on the following topics/texts: Non-fiction Analysis/Comparison – Pupils will read and explore a range of non-fiction texts connected by theme, developing their skills of inference, language analysis and comparison. Non-fiction Writing – Pupils will explore three different genres of non-fiction writing – formal letters, speeches and articles – identifying their key stylistic features, and practise the use of a range of different rhetorical devices e.g. anecdote, counter argument, expert opinion and surveys in building a persuasive case. Pupils will plan responses to different Q5 tasks and practise writing in an appropriate style, register and tone to suit their audience and purpose. Further work on SPaG will develop pupils' technical accuracy in their writing. Poetry Analysis/Comparison – Pupils will also work on developing a personal response to poetry, exploring how language, structure and form are used to create meaning. They will be taught how to compare poems from the Love and Relationships cluster, as well as from the Unseen Poetry section of Literature Paper 2, synthesising similarities and differences about the poems in a critical response.
How will I be assessed?	Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment e.g. weekly low stakes testing will enable teachers to check the pupils' knowledge and understanding. Pupils will complete a summative assessment each term, which will assess their pupils' understanding and application of the key content and skills covered during the unit.
Next Steps	Pupils will continue to analyse and compare poems – unseen and from the anthology – each term in years 10 and 11, honing their skills of analysis, comparison and essay writing.

	Pupils will revisit non-fiction writing in the following term, when they will prepare a speech on a topic of interest for the Spoken Language endorsement. Further analysis and comparison of non-fiction will ensue in year 11, when pupils will revisit skills of summary, synthesis and comparison.
Opportunities for Independent Learning	Mr. Bruff, YouTube Video Tutorials – https://www.youtube.com/user/mrbruff/featured Analysing Non-fiction – https://www.bbc.co.uk/bitesize/topics/z34dycw Love and Relationships Cluster (selected poems) – https://www.bbc.co.uk/bitesize/topics/zprysg8 Love and Relationships Cluster (all poems) – https://genius.com/15396092
Personal Development and CEIAG	During the non-fiction writing unit, pupils will be pushed to justify their views on a range of topical issues e.g. reducing pollution/energy usage, which will develop self-confidence and encourage them to think ethically about the potential consequences of their actions on others/the environment. In some of the poems explored, pupils will encounter other cultures different to the UK, encouraging respect and tolerance for others and their beliefs/customs. During this unit, pupils will also be taught how to set out a formal letter of application, with discussion around what content to include and how it should be organised effectively. Whilst reviewing non-fiction web/news articles, pupils will review the role of journalists (including freelance writers), sub-editors and editors.
Enrichment Opportunities (Cultural Capital)	GCSE Poetry Live Event – potential trip to listen to famous poets reciting and performing their poetry, followed by Q&A Year 10 Poetry Competition (poems to be submitted on the topic of ‘Love and Relationships’ and judged by staff, with prizes for the top three entries).

	<h2>Year 10 – Summer Term Literature, Past and Present</h2>
Prior Learning	Prior to this unit, pupils have read and studied a range of fictional texts – extracts, short stories and novels – exploring how settings, characters and themes are presented, and analysing how language and structure are used for effect. Pupils developed their essay writing skills during the study of ‘An Inspector Calls’ earlier in year 10. The analysis and comparison of poetry last term will continue this term, with less time apportioned to the analysis of unseen poetry this term and more time spent working on poems from the anthology. Last term, pupils worked on their non-fiction writing, covering the three forms – letter, speech and article – which will prepare pupils for writing a speech this term for the Spoken Language endorsement.
What will I learn?	During this unit, pupils will focus on the following topics/texts: Poetry Analysis/Comparison – Pupils will continue working through the Love and Relationships cluster, pairing poems for comparison and writing about their key similarities and differences in terms of subject matter, mood, themes, language, form and structure. Further work on unseen poems will ensue to reinforce the key skills of analysis and comparison. ‘Macbeth’ – Pupils will read and explore Shakespeare’s play ‘Macbeth’, focusing on the methods used by the writer in his presentation of characters and themes. Pupils will plan and write a critical essay exploring either a character or theme, identifying relevant context and linking this to the writer’s purpose/intentions. Spoken Language Endorsement – Pupils will review what makes an effective speech in terms of its structure, the range of rhetorical devices incorporated to engage and

	persuade, and its delivery. They will research a topic of interest before preparing and delivering their own speech to peers.
How will I be assessed?	Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment e.g. weekly low stakes testing will enable teachers to check the pupils' knowledge and understanding. Pupils will complete a summative assessment each term, which will assess their pupils' understanding and application of the key content and skills covered during the unit.
Next Steps	Pupils will continue analysing and comparing poems next term, both unseen and from the anthology. They will develop their analysis of language, form and structure, as well as continuing to work on exploring links between the poems studied and writing comparative essays. Pupils will track the development of key themes, linking them to context and the writer's intentions. Moreover, pupils will continue their study of whole texts next term when they continue to read and explore Shakespeare's 'Macbeth', analysing the writer's craft and revisiting the extract-to-essay approach that they encountered when studying 'A Christmas Carol'.
Opportunities for Independent Learning	Love and Relationships Cluster (selected poems) – https://www.bbc.co.uk/bitesize/topics/zprysg8 Love and Relationships Cluster (all poems) – https://genius.com/15396092 Mr. Bruff, YouTube Video Tutorials – https://www.youtube.com/user/mrbruff/featured Writing/Delivering A Speech – https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/z4w96v4
Personal Development and CEIAG	During the study of 'Macbeth', pupils will witness through the breakdown of Macbeth and his wife how unscrupulous actions have consequences, reaffirming the importance of loyalty and acting morally. In some of the poems explored, pupils will encounter other cultures different to the UK, encouraging respect and tolerance for others and their beliefs/ customs. Pupils will learn how to plan, write and present a speech on a topic of personal interest, developing their self-confidence and making them aware of how to present effectively in front of others.
Enrichment Opportunities (Cultural Capital)	The Complete Works of William Shakespeare Online: The Complete Works of William Shakespeare (mit.edu) 'Macbeth' 1984 Film Version - Macbeth 2015 1080p BluRay x264 YTS AG - YouTube