



English



Year 10

Curriculum Map





Year 10 – Autumn Term

Explorations in Creative Reading and Writing

Prior Learning

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 ‘Of Mice and Men’ 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’ (Y9) and ‘Blood Brothers’ (year 8) will prepare pupils for the reading and study of Priestley’s play ‘An Inspector Calls’ and the exploration of characters and themes in ensuing essay writing.

What will I learn?

During this unit, pupils will focus on the following topics/texts:

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.

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.

‘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.

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 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.


Opportunities for Independent Learning

Mr. Bruff, YouTube Video Tutorials – <https://www.youtube.com/user/mrbruff/featured>
‘An Inspector Calls’ –
<https://www.bbc.co.uk/bitesize/topics/zpr639q>
Love and Relationships Anthology (selected poems) –
<https://www.bbc.co.uk/bitesize/topics/zprysg8>
Love and Relationships Anthology (all fifteen poems fully annotated) –
<https://genius.com/Aqa-gsce-english-literature-poetry-anthology-annotated>

Personal Development and CEIAG	<p>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.</p>
Enrichment Opportunities (Cultural Capital)	<p>Potential for a year 10 theatre trip to watch a live performance of the play 'An Inspector Calls'. 'An Inspector Calls' 1954 Film Adaptation – https://archive.org/details/AnInspectorCalls1954_201508</p>

	<h2>Year 10 – Spring Term</h2> <h3>The Art of Comparison</h3>
Prior Learning	<p>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.</p>
What will I learn?	<p>During this unit, pupils will focus on the following topics/texts:</p> <p>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.</p> <p>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.</p> <p>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 anthology, as well as from the Unseen Poetry section of Literature Paper 2, synthesising similarities and differences about the poems in a critical response.</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 continue to analyse and compare poems – unseen and from the anthology – each term in year 10 and year 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.</p>

Opportunities for Independent Learning	<p>Mr. Bruff, YouTube Video Tutorials – https://www.youtube.com/user/mrbruff/featured</p> <p>Analysing Non-fiction – https://www.bbc.co.uk/bitesize/topics/z34dycw</p> <p>Love and Relationships Anthology (selected poems) – https://www.bbc.co.uk/bitesize/topics/zprysg8</p> <p>Love and Relationships Anthology (all fifteen poems fully annotated) – https://genius.com/Aqa-gsce-english-literature-poetry-anthology-annotated</p>
Personal Development and CEIAG	<p>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.</p> <p>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.</p> <p>The study of the poems from the Love & Relationships Anthology will present pupils with a range of different relationships, whether romantic, platonic or familial. Exploration of such relationships as presented in the poems will help to reinforce their delicate nature and the qualities required to sustain them i.e. trust, respect and integrity.</p>
Enrichment Opportunities (Cultural Capital)	<p>GCSE Poetry Live Event – potential trip to listen to famous poets reciting and performing their poetry, followed by Q&A</p> <p>Year 10 Poetry Competition (poems to be submitted on the topic of ‘Family’ and judged by staff, with prizes for the Top Three entries)</p>

	<h2>Year 10 – Summer Term</h2> <h3>Literature, Past and Present</h3>
Prior Learning	<p>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.</p>
What will I learn?	<p>During this unit, pupils will focus on the following topics/texts:</p> <p>Poetry Analysis/Comparison – Pupils will continue working through the Love and Relationships poetry anthology, 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.</p> <p>‘Macbeth’ – Pupils will read and explore Shakespeare’s play ‘Macbeth’ focusing on the methods used by the writer in his presentation of key characters and themes. Pupils will plan and write a critical essay exploring how either a character or theme is presented, identifying relevant context and linking this to the writer’s purpose/intentions.</p> <p>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.</p>

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	<p>Pupils will continue their study of whole texts next term when they read and explore Dickens' novel 'A Christmas Carol', analysing the writer's craft and revisiting the extract-to-essay approach that they encountered when studying 'Macbeth' this term.</p> <p>Moreover, the study of unseen prose extracts next term will build on the work begun at the start of year 10 and link well with the analytical work done on 'A Christmas Carol'.</p> <p>Further work on creative writing, with a closer focus this time on writing descriptions of people and places, and the study/ comparison of poems from the anthology will build on the core reading and writing skills introduced earlier in year 10.</p>
Opportunities for Independent Learning	<p>Love and Relationships Anthology (selected poems) – https://www.bbc.co.uk/bitesize/topics/zprysg8</p> <p>Love and Relationships Anthology (all fifteen poems fully annotated) – https://genius.com/Aqa-gsce-english-literature-poetry-anthology-annotated</p> <p>Mr. Bruff, YouTube Video Tutorials – https://www.youtube.com/user/mrbruff/featured</p> <p>Writing/Delivering A Speech – https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/z4w96v4</p>
Personal Development and CEIAG	<p>During the study of 'Macbeth' pupils will be exposed to a number of key themes such as the danger of selfish ambition at the cost of others. The play also highlights the weakness of the human condition and the tempting allure of power and status.</p> <p>The continued study of poems from the Love & Relationships Anthology will present pupils with a range of different relationships, whether romantic, platonic or familial. Exploration of such relationships as presented in the poems will help to reinforce their delicate nature and the qualities required to sustain them i.e. trust, respect and integrity.</p> <p>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.</p>
Enrichment Opportunities (Cultural Capital)	<p>The Complete Works of William Shakespeare: http://shakespeare.mit.edu/</p> <p>2015 Film Adaptation of the play 'Macbeth': https://www.youtube.com/watch?v=E3Pzx7tUsQQ</p>