

Curriculum Map

Subject: English

Year Group: 10

Time Period	Autumn Term	Spring Term	Summer Term
Content	<ul style="list-style-type: none"> Romeo and Juliet Language Paper 1- Reading and writing 	<ul style="list-style-type: none"> Jekyll and Hyde Language Paper 2- Reading and writing Mock Exam preparation 	<ul style="list-style-type: none"> An Inspector Calls Love and Relationships Poetry Spoken Language
Skills Literature	<p>Students will demonstrate an ability to:</p> <ul style="list-style-type: none"> Provide a close analysis of Shakespearian language devices Identify structural decisions and their effect on the narrative Elaborate on contextual elements Begin to identify and explain alternative interpretations of author's decisions Use a wider range of vocabulary to speak about language and its effect 	<p>Students will demonstrate an ability to:</p> <ul style="list-style-type: none"> Provide a close analysis of 19th Century language devices Identify structural decisions and their effect on the narrative Elaborate on contextual elements and how they informed the author's decisions Use a wider range of vocabulary to analyse language and its effect Generic features – novel, gothic, detective Sentence structure Flashback – extra chapters 	<p>Students will demonstrate an ability to</p> <ul style="list-style-type: none"> Provide a close analysis of dramatic language Identify structural decisions and their effect on the narrative Elaborate on wider societal issues raised by the content of the narrative Use a wider range of vocabulary to speak about language and its effect <p>Poetry</p> <p>Students will demonstrate an ability to:</p>
Skills Language	<ul style="list-style-type: none"> Read a range of fiction texts, exploring how established writers use narrative and descriptive techniques to capture the interest of readers Write a creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. Focus on planning written pieces of work Developing use of precise vocabulary Identify and demonstrate form, purpose and audience. 	<ul style="list-style-type: none"> Reading and comparing a range of non-fiction texts (eg. articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages) from different time periods, to consider how authors present perspective and/or viewpoint Explore ways in which authors influence readers Produce a written text to a specified audience, purpose and form in which they give their own perspective on a chosen theme Use a wider range of vocabulary to speak about language and its effect and apply these techniques to their own writing 	<ul style="list-style-type: none"> Demonstrate both literal and inferential comprehension Identify and explain language and structural features Distinguish between what is stated explicitly and implied Explain motivation behind poems using contextual information Explore alternative meanings and abstract concepts explored within in the poems Compare meaning, imagery, language, emotion and structural choices between two texts

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		<ul style="list-style-type: none"> Focus on punctuation (commas, ellipsis, semi-colon) and sentence structure (complex sentences, short sentences for effect) 	
Key Questions Literature	<ol style="list-style-type: none"> How does the author's decisions help to drive the narrative forward? How does the historical context shape this text? How are the characters presented and developed throughout the narrative? Does the author achieve their intended effect? In what ways do author's create engaging texts? 	<ol style="list-style-type: none"> How does the author's decisions help to drive the narrative forward? How does the historical context shape this text? How are the characters presented and developed throughout the narrative? 	<ol style="list-style-type: none"> How does the author's decisions help to drive the narrative forward? How does the historical context shape this text? How are the characters presented and developed throughout the narrative? Does the author achieve their intended effect? In what ways do author's create engaging texts?
Key Questions Language	<ol style="list-style-type: none"> In what ways do author's create engaging texts? Are they effective in engaging with their reader? Explain. What devices and methods have been used by the author to engage their readers? How can I plan my work effectively to ensure I have made appropriate decisions about audience, form and structure? 	<ol style="list-style-type: none"> What is the author's viewpoint and perspective about this topic? What techniques and methods have they used to deliver their opinions? Are they effective in delivering their viewpoint and perspective? Explain. How can I plan my work effectively to ensure I have made appropriate decisions about audience, form and structure? How can I use the texts as an exemplar to support me in writing my own piece of writing? 	<p>Poetry</p> <ol style="list-style-type: none"> How does the author present their ideas towards love and relationships? What devices does the author use and what effect do they have on the reader? What are the alternative interpretations to this poem and its meaning? What is a connective and how can you use it to integrate comparisons between texts?
Assessment week and content	<p>WWW EBI Autumn 1 Romeo and Juliet—week 5</p> <p>WWW EBI and Graded Autumn 2 Language Paper 1- Week 5</p>	<p>WWW EBI Spring 1 Language Paper 2 writing Jekyll and Hyde</p> <p>Graded and WWW EBI Spring 2 Mock Examinations March 2021</p>	<p>WWW EBI Summer 1 An Inspector Calls</p> <p>WWW EBI and Graded Summer 2 Poetry Q1</p> <p>Spoken Language endorsement</p>

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