



**Curriculum Map: Year: 10 Subject: English**

<b>Topic</b>	<b>Key Knowledge</b> <i>What will all students KNOW by the end of the topic?</i>	<b>Key Skills</b> <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	<b>Assessment Opportunities</b> <i>What are the key pieces of assessment? How will students be assessed?</i>
<p><b>‘Jekyll and Hyde’ – Pre-twentieth century novel</b></p> <p><b>GCSE English Literature Paper 1</b></p>	<p>All students will know:</p> <ul style="list-style-type: none"> <li>• The format of GCSE Literature Paper 1 exam and how ‘Jekyll and Hyde’ fits within it</li> <li>• The plot of the novella</li> <li>• The significance and portrayal of a range of characters</li> <li>• The key themes of the text</li> <li>• The context of the text</li> <li>• Conventions associated with Gothic Literature</li> <li>• The non-chronological structure of the text and Stevenson’s use of a variety of narrative perspectives</li> <li>• How to write a character-based analytical essay</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• give opinions on characters and how they are presented</li> <li>• find evidence to support their ideas in the text</li> <li>• annotate a key extract in detail</li> <li>• analyse methods used by Stevenson to create an effect</li> <li>• use appropriate terminology to discuss writer’s methods</li> <li>• to consider the writer’s overall intentions when creating the work</li> <li>• to be able to apply their understanding of Victorian context to the subject matter of the novel</li> <li>• be able to plan, structure and write an analytical essay which answers an exam question</li> </ul>	<p>All students will:</p> <ul style="list-style-type: none"> <li>- Complete a character-based analytical essay which will be marked according to the GCSE mark scheme</li> </ul>
<p><b>‘Beginnings’</b></p> <p><b>GCSE English Language Paper 1</b></p>	<p>All students will know:</p> <ul style="list-style-type: none"> <li>• The format of GCSE Language Paper 1 exam</li> <li>• What each of the questions consists of</li> <li>• Strategies to read effectively and best answer the questions</li> <li>• Suggested timing for each question</li> <li>• Top tips for effectively answering question</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• manage time under examination conditions</li> <li>• retrieve information from a text</li> <li>• make inferences</li> <li>• analyse the language and structure of a text</li> <li>• use appropriate terminology to discuss writer’s methods</li> </ul>	<p>All students will:</p> <ul style="list-style-type: none"> <li>- Complete a full GCSE English Language Paper 1 which will be marked according to the GCSE mark scheme</li> </ul>

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		<ul style="list-style-type: none"> <li>• evaluate a statement about a text using evidence from it.</li> <li>• Plan, structure and write an effective narrative</li> <li>• Devise a character by showing not telling</li> <li>• Proofread their own writing and correct their mistakes</li> </ul>	
<p><b>‘Conflict poetry’ from the AQA – Power and Conflict anthology</b></p> <p><b>GCSE English Literature Paper 2</b></p>	<p>All students will know:</p> <ul style="list-style-type: none"> <li>• 7 of the war poems from the ‘Conflict cluster’ of poems</li> <li>• Explore how poets from different times, genders and cultures use the medium of poetry to explore these themes.</li> <li>• Evaluate how poetic language is used to convey complex meanings</li> <li>• They will investigate the way context informs a text</li> <li>• Compare the poems</li> <li>• The format of GCSE Literature Paper 2 exam and where the poetry fits within it</li> <li>• Strategies to best answer the question</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• give opinions on the poems</li> <li>• find evidence to support their ideas in the text</li> <li>• annotate a poem in detail</li> <li>• analyse methods used by the writers to create an effect</li> <li>• use appropriate terminology to discuss writer’s methods</li> <li>• to consider the writer’s overall intentions when creating the work</li> <li>• to be able to apply their understanding of context to the subject matter of the novel</li> <li>• draw comparisons between the poems</li> <li>• be able to plan, structure and write an analytical essay which answers an exam question</li> </ul>	<p>All students will:</p> <ul style="list-style-type: none"> <li>- Complete a comparative analytical essay which will be marked according to the GCSE mark scheme</li> </ul> <p>(This assessment will be part of their end of year mock exam)</p>
<p><b>‘Snow and Surfing papers’</b></p>	<p>All students will know:</p> <ul style="list-style-type: none"> <li>• The format of GCSE Language Paper 2 exam</li> <li>• What each of the questions consists of</li> <li>• Strategies to read effectively and best answer the questions</li> <li>• Suggested timing for each question</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• manage time under examination conditions</li> <li>• retrieve information from a text</li> <li>• compare similarities and/or differences</li> <li>• make inferences</li> <li>• analyse the language of a text</li> </ul>	<p>All students will:</p> <ul style="list-style-type: none"> <li>- Complete a full English Language Paper 2 which will be marked according to the GCSE mark scheme</li> </ul>

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<p><b>GCSE English Language Paper 2</b></p>	<ul style="list-style-type: none"> <li>• Top tips for effectively answering question</li> </ul>	<ul style="list-style-type: none"> <li>• use appropriate terminology to discuss writer's methods</li> <li>• compare writers' attitudes or viewpoints and how they show them</li> <li>• Plan, structure and write an effective piece of opinion writing</li> <li>• Identify genre, audience and purpose of a text and shape their own writing accordingly</li> <li>• Use rhetorical devices in order write persuasively</li> <li>• Proofread their own writing and correct their mistakes</li> </ul>	<p>(This assessment will be part of their end of year mock exam)</p>
<p><b>'An Inspector Calls'</b> <b>Modern drama</b></p> <p><b>GCSE English Literature paper 2</b></p>	<p>All students will know:</p> <ul style="list-style-type: none"> <li>• The format of GCSE Literature Paper 2 exam and how 'An Inspector Calls' fits within it</li> <li>• The plot of the play</li> <li>• The significance and portrayal of a range of characters</li> <li>• The key themes of the text</li> <li>• The context of the text</li> <li>• Conventions associated with drama and the 'Whodunnit' genre</li> <li>• The structure of the text and effect on the audience</li> <li>• How to write a character-based analytical essay</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• give opinions on characters and how they are presented</li> <li>• find evidence to support their ideas in the text</li> <li>• annotate a key extract in detail</li> <li>• analyse methods used by Priestley to create an effect</li> <li>• use appropriate terminology to discuss writer's methods</li> <li>• consider the effect of dramatic methods eg. Lighting, staging, dramatic irony</li> <li>• to consider the writer's overall intentions when creating the work</li> <li>• to be able to apply their understanding of Edwardian and post war context to the subject matter of the novel</li> </ul>	<p>All students will:</p> <ul style="list-style-type: none"> <li>- Complete a character-based analytical essay which will be marked according to the GCSE mark scheme</li> </ul>

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		<ul style="list-style-type: none"> <li>• be able to plan, structure and write an analytical essay which answers an exam question</li> </ul>	
<p><b>The Power of Spoken Word</b></p> <p><b>GCSE English Language – Spoken Language assessment</b></p>	<p>All students will know:</p> <ul style="list-style-type: none"> <li>• The format of GCSE Spoken Language exam and how it is assessed</li> <li>• What makes an effective speech</li> <li>• A range of rhetorical devices and how to use them effectively</li> <li>• How to plan, structure and present their speech</li> <li>• How to make effective cue cards</li> <li>• How to present in an engaging way</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate their speaking and listening skills by giving a presentation in a formal context.</li> <li>• Consider good examples of persuasive speeches</li> <li>• Plan and organise a presentation on a theme of their choosing.</li> <li>• Complete their GCSE English Language Spoken Language presentation and answer questions on their chosen topic</li> </ul>	<p>All students will:</p> <ul style="list-style-type: none"> <li>- Complete their formal GCSE Spoken Language assessment in front of their peers and teacher. This will be assessed and moderated using the GCSE spoken language mark scheme and moderation materials</li> </ul>
<p><b>The Power of Place</b></p> <p><b>Romantic poetry from the AQA – Power and Conflict anthology</b></p> <p><b>GCSE English Literature Paper 2</b></p>	<p>All students will know:</p> <ul style="list-style-type: none"> <li>• 3 of the Romantic poems from the ‘Power cluster’ of poems</li> <li>• Explore how poets from different times, genders and cultures use the medium of poetry to explore these themes.</li> <li>• Evaluate how poetic language is used to convey complex meanings</li> <li>• They will investigate the way context informs a text</li> <li>• Compare the poems</li> <li>• Review the format of GCSE Literature Paper 2 exam and where the poetry fits within it</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• give opinions on the poems</li> <li>• find evidence to support their ideas in the text</li> <li>• annotate a poem in detail</li> <li>• analyse methods used by the writers to create an effect</li> <li>• use appropriate terminology to discuss writer’s methods</li> <li>• to consider the writer’s overall intentions when creating the work</li> <li>• to be able to apply their understanding of context to the subject matter of the novel</li> </ul>	<p>All students will be assessed on these skills in Year 11.</p>

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<p><b>and Descriptive Writing</b></p> <p><b>GCSE English Language Paper 1</b></p>	<ul style="list-style-type: none"><li>• Strategies to best answer the question</li><li>• The difference between descriptive and narrative writing</li><li>• Different ways to structure a piece of descriptive writing</li><li>• How to gather a range of ideas to write a varied description</li></ul>	<ul style="list-style-type: none"><li>• draw comparisons between the poems</li><li>• be able to plan, structure and write an analytical essay which answers an exam question</li><li>• Plan, structure and write an effective description</li><li>• Write using different structures and narrative perspectives</li><li>• Proofread their own writing and correct their mistakes</li></ul>	
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