

| Subject: English Year 10 Curriculum Map 2023-2024 | | | |
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| Terms | Topics covered and core knowledge and skills | Links to careers | Links to the Knowledge organiser and other additional resources |
| HT1, 3 and 6 (three clusters) | <p>Poetry: <i>Power and Conflict</i></p> <p>Students will know:</p> <ul style="list-style-type: none"> The poets' ideas and the methods they use to convey them (including relevant textual details) in each poem from the cluster: <i>Remains, War Photographer, Bayonet Charge, Exposure, The Charge of the Light Brigade, Poppies, The Emigrée, Kamikaze, Checking Out Me History, London, My Last Duchess, Ozymandias, Tissue, Extract from The Prelude, and Storm on the Island.</i> <p>Students will know and be able to apply these words:</p> <ul style="list-style-type: none"> desensitised duty free verse hubris inescapable internal conflict juxtaposition monologue patriotic stanza transient <p>Students will be able to apply the following reading skills:</p> <ul style="list-style-type: none"> Introduce textual details (including quotations and references) to support their ideas. [AO1] Analyse writers' uses of language and its effects (e.g. word choices, metaphor, command). [AO2] Analyse the writer's use of poetic features and their effects (e.g. free verse, sonnet, caesura, enjambment, monologue). [AO2] Analyse the writer's use of structural features and their effects (e.g. juxtaposition). [AO2] Evaluate the text critically, supported with textual references. [AO1] Link poets' choices to their intentions when analysing. [AO3] Create a comparative thesis in response to a task. [AO1] Support a thesis with a structured response. [AO1] <p>Students also learn to read for understanding, analyse unseen sources, and write creative and</p> | <p>Why Bother: Characters</p> <p>Why Bother: Sentences</p> <p>Why Bother: Speaking</p> <p>Why Bother: Vocabulary</p> <p>Why Bother: Grammar</p> <p>Why Bother: Writing to Analyse</p> <p>Why Bother: Atmosphere and Setting</p> <p>Why Bother: Dialect and Slang</p> <p>Why Bother: Preparing and Drafting</p> <p>Why Bother: Punctuation</p> <p>Why Bother: Spelling</p> <p>Why Bother: Tone and Style</p> <p>Why Bother: Understanding Rhythm</p> <p>Careers and skills in English</p> | |

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| | <p>argumentative pieces of writing in English Language lessons.</p> | | |
| HT2 | <p>Charles Dickens: <i>A Christmas Carol</i></p> <p>Students will know:</p> <ul style="list-style-type: none"> • Dickens' intentions within the novel. • The Victorian context of the novel, particularly relating to social inequality between the rich and poor. • The plot of the novel. • The characterisation of the main characters in the novel: Scrooge, Bob Cratchit, the Cratchit family, Marley, The Ghost of Christmas Past, The Ghost of Christmas Present, The Ghost of Christmas Yet to Come, Fred, Fezziwig, the portly gentlemen. They will be able to link these characters to the writer's intentions and support these links with references to the novel. • The methods Dickens uses to convey his intentions, particularly through the characters he creates. <p>Students will know and be able to apply these words:</p> <ul style="list-style-type: none"> • abundance • aloof • antithesis • benevolence • character arc • contempt • contrast • destitution • didactic • epiphany • foil • gothic • ignorance • jovial • legacy • misanthropic • miserly • moral • motif • ominous • perspective • philanthropic • prejudice • redemption • remorse • responsibility • sceptical | <p>Why Bother: Characters</p> <p>Why Bother: Atmosphere and Setting.</p> <p>Why Bother: Sentences</p> <p>Why Bother: Speaking</p> <p>Why Bother: Vocabulary</p> <p>Why Bother: Grammar</p> <p>Why Bother: Writing to Analyse</p> <p>Careers and skills in English</p> | |

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| | <ul style="list-style-type: none"> • social reform • symbol • unchristian <p>Students will be able to apply the following reading skills:</p> <ul style="list-style-type: none"> • Introduce textual details (including quotations and references) to support their ideas. [AO1] • Analyse the writer’s use of language and its effects (e.g. word choices, metaphor, command). [AO2] • Analyse the writer’s use of literary features and their effects (e.g. symbolism, motif, allegory). [AO2] • Analyse the writer’s use of structural features and their effects (e.g. juxtaposition, character arc). [AO2] • Evaluate the text critically, supported with textual references. [AO1] • Link Dickens’ choices to his intentions when analysing. [AO3] • Create a thesis in response to a task. [AO1] • Support a thesis with a structured response. [AO1] <p>Students will be able to apply the following English Language skills:</p> <ul style="list-style-type: none"> • Identifying explicit information {AO1 – P1Q1} • Language analysis (AO2 – P1Q2) • Critical evaluation (AO4 – P1Q4) <p>Students also learn to read for understanding, analyse unseen sources, and write creative and argumentative pieces of writing in English Language lessons.</p> | | |
| HT3-4 | <p>Willy Russell: <i>Blood Brothers</i></p> <p>Students will know:</p> <ul style="list-style-type: none"> • Russell’s intentions within the play. • The context of the play, particularly class inequality in industrial northern areas of England. • The plot of the play. • The characterisation of the main characters in the play: Mickey, Edward, Mrs Johnstone, Mrs Lyons, Linda, the Narrator, Sammy. They will be able to link these characters to the writer’s intentions and support these links with references to the play. • The methods Russell uses to convey his intentions, including through the characters he creates. <p>Students will know and be able to apply these words:</p> | <p>Why Bother: Characters</p> <p>Why Bother: Sentences</p> <p>Why Bother: Vocabulary</p> <p>Why Bother: Grammar</p> <p>Why Bother: Writing to Analyse</p> | |

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| | <ul style="list-style-type: none"> • anagnorisis • aspiration • behaviourism • catharsis • convergence • cynicism • dialect • divergence • domestic • face-threatening act • hegemony • meritocracy • mirroring • nature • non-standard English • nurture • opportunity • perception • peripeteia • prestige • privilege • prop • recession • restored order • socialisation • social class • social conscience • social mobility • status • stereotype • stigma • superstition • trivialise • vulnerability <p>Students will be able to apply the following reading skills:</p> <ul style="list-style-type: none"> • Introduce textual details (quotations and references) to support ideas. [AO1] • Analyse the writer’s use of language and its effects. [AO2] • Analyse the writer’s use of dramatic features and their effects. [AO2] • Analyse the writer’s use of structural features and their effects. [AO2] • Evaluate the text critically, supported with textual references. [AO1] • Link Russell’s choices to his intentions when analysing. [AO3] • Create a thesis in response to a task. [AO1] | <p><u>Why Bother: Atmosphere and Setting</u></p> <p><u>Why Bother: Drama</u></p> <p><u>Why Bother: Preparing and Drafting</u></p> <p><u>Why Bother: Punctuation</u></p> <p><u>Why Bother: Understanding Rhythm</u></p> <p><u>Why Bother: Writing to Analyse</u></p> <p><u>Careers and skills in English</u></p> | |
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| | <ul style="list-style-type: none"> Support a thesis with a structured response. [AO1] <p>Students will be able to apply the following English Language skills:</p> <ul style="list-style-type: none"> Identifying implicit and explicit information (AO1 – P2Q1) Making inferences (AO1 – P2Q2) Language analysis (AO2 – P2Q3) <p>Compare writers’ ideas and perspectives, and how they are conveyed (AO3 – P2Q4)</p> <p>Students also learn to read for understanding, analyse unseen sources, and write creative and argumentative pieces of writing in English Language lessons.</p> | | |
| HT5-6 | <p>Shakespeare: <i>Romeo and Juliet</i></p> <p>Students will know:</p> <ul style="list-style-type: none"> Shakespeare’s intentions within the play. The Elizabethan context of the play, particularly that it was a patriarchal society. The plot of the play. The characterisation of the main characters in the play: Romeo, Juliet, Lord Capulet, Friar Laurence, Mercutio, Tybalt, Benvolio, the Prince, Paris, the servants and the Nurse. They will be able to link these characters to the writer’s intentions and support these links with references to the play. The methods Shakespeare uses to convey his intentions, particularly through the characters he creates. <p>Students will know and be able to apply these words:</p> <ul style="list-style-type: none"> assertive bawdy benevolent conflict demure devotion dramatic irony fate foreshadowing free will hamartia honour idolise impetuous inevitable infatuation irascible | <p>Why Bother: Characters</p> <p>Why Bother: Sentences</p> <p>Why Bother: Vocabulary</p> <p>Why Bother: Grammar</p> <p>Why Bother: Writing to Analyse</p> <p>Why Bother: Atmosphere and Setting</p> <p>Why Bother: Drama</p> <p>Why Bother: Preparing and Drafting</p> <p>Why Bother: Punctuation</p> <p>Why Bother: Understanding Rhythm</p> <p>Why Bother: Writing to Analyse</p> | |

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| <ul style="list-style-type: none"> • juxtaposition • melodramatic • obsession • obstacle • oppressive • patriarchy • predetermination • prologue • quixotic • soliloquy • staging • submissive • subversion • tension • tragedy • tragic hero • virility <p>Students will be able to apply the following reading skills:</p> <ul style="list-style-type: none"> • Introduce textual details (including quotations and references) to support their ideas. [AO1] • Analyse the writer’s use of language and its effects (e.g. word choices, metaphor, command). [AO2] • Analyse the writer’s use of dramatic features and their effects (e.g. staging, dramatic irony, soliloquy). [AO2] • Analyse the writer’s use of structural features and their effects (e.g. juxtaposition, foreshadowing, motif). [AO2] • Evaluate the text critically, supported with textual references. [AO1] • Link Shakespeare’s choices to his intentions when analysing. [AO3] • Create a thesis in response to a task. [AO1] • Support a thesis with a structured response. [AO1] <p>Students will be able to apply the following English Language skills:</p> <ul style="list-style-type: none"> • Language analysis (AO2 – P1Q2) • Critical evaluation (AO4 – P1Q4) • Using language for effect (AO5 – P1Q5) • Varying vocabulary, punctuation and sentences for effect (AO6 – P1Q5) <p>During this term, students also hone their reading and writing skills in English Language to prepare them for their GCSE examinations.</p> | <p><u>Careers and skills in English</u></p> | |
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