


English Department – Year 10

 <p align="center">Shirley High Curriculum Map</p>	<p><i>In Year 10 English Literature we follow the AQA Exam Board and study a range of texts. We explore how writers and the creation of their texts are shaped by their historical context, the writer's experiences and views, and that these ideas change over time. We explore these ideas through classic literature: a 19th century novel, Shakespeare, a 20th century play and a collection of poetry exploring Power & Conflict. The GCSE curriculum builds on experiences in KS3 and develops and refines those skills in preparation for meaningful choices for students beyond their GCSE studies. Students are challenged to think, support their ideas and express themselves clearly and confidently orally and especially in writing.</i></p>		
	Autumn 1/2	Spring 1/2	Summer 1/2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	<p>Literature: 19th Century Novel: Dr Jekyll & Mr Hyde</p> <p>Language: Paper 1</p>	<p>Literature: Shakespeare: Macbeth</p> <p>Language: Paper 1</p>	<p>Literature: 20th Century Text: An Inspector Calls Unseen Poetry</p> <p>Language: Paper 2</p> <p>Spoken Language Task</p>
Why Now?	<p>Students will build upon the skills gained in the summer term of year 9 improving their confidence in critically analysing and developing personal responses to an entire text, using close textual references. Students will explore 19th century literature, building on Key Stage 3 and now be able to make explicit and interrelated links between analysing character, themes, plot and context in more detail. They will develop their knowledge on the portrayal of villainous characters in a 19th century novel- The Strange Case of Dr Jekyll and Mr Hyde. Students will study short stories and extracts from novels, developing the ability to analyse the effects of language and structure as well as their creative writing skills by demonstrating the ability to write to a set brief.</p>	<p>Students will explore Shakespearean tragedy, building on Key Stage 3 and now analysing character, themes and plot in much greater detail. They will develop their critical thinking skills by analysing and evaluating the writer's intentions and criticisms of Jacobean society. They will continue to develop their exploration of mature concepts from the previous term and write in a critical and academic style. Students will study non-fiction literary writing, developing on their knowledge of viewpoints and attitudes in Victorian times comparing them to contemporary texts. They will further develop their transactional writing skills from KS3 by demonstrating the ability to write to a set brief.</p>	<p>Students will develop their knowledge and understanding of dramatic genre from the previous term and apply their knowledge of tragedy drama to explore and analyse modern drama and didactic theatre. Students will master their knowledge of stage craft and its effects. They will continue to develop their analysis of dramatic conventions relating this to the Edwardian context of the play. Students will consider the important political dynamics of drama within the 20th century. Students will develop the ability to analyse and evaluate key ideas related to power and conflict drawing on similar themes explored in Macbeth and Jekyll and Hyde. They will develop their comparison skills analysing how poets convey their attitudes and values to their audiences. Students will also evaluate how society's opinions about war have developed over time. They will consolidate their ability to write in a critical and academic style. Students will consolidate the skills learnt in the spring term to prepare for their end of year exam.</p>
Fundamental Concepts	<ul style="list-style-type: none"> Evaluating the impact of methods Extract analysis Detailed planning Duality of man Science, reason and the supernatural Social and historical context of Victorian London Repression Criminal psychology Physiognomy Literary terms and techniques 	<ul style="list-style-type: none"> Understanding Victorian society Making comparisons between texts Evaluating the impact of methods Extract analysis Detailed planning Social, historical and cultural context of Jacobean era. Literary terms and techniques Corrupting power of unchecked ambition Religion and the supernatural Patriarchy Monarchy and primogeniture 	<ul style="list-style-type: none"> Social, historical and cultural contexts Making comparisons between texts Evaluating the impact of methods Extract analysis Wealth, power, influence Didactic theatre Political ideologies World conflicts Presenting viewpoints critically Contemporary social and political contexts Essay writing Literary terms and techniques Speech writing
Students will...	<ul style="list-style-type: none"> Begin with an explicit focus on the skills and expectations of Literature and Language and understand the connections between both courses, they will develop their analysis skills from the end of year 9 by looking at a range of unseen 19th century extracts. Expand their knowledge on the importance of the social/historical background of Victorian London and its impact on the crafting of <i>The Strange Case of Dr Jekyll and Mr Hyde</i> for example the importance of reputation and fear of scientific developments. Build on their understanding about Gothic Literature from Year 9 and develop their ability to understand a text at a deeper level. Develop and deepen their understanding of the novel and be able to discuss literary ideas and concepts in a more confident and articulate way, both in discussion and writing. Develop and demonstrate their ability to write in response to exam tasks and set brief: based on J&H and Language Paper 1. Gain deeper knowledge of the taboos and fears that were prevalent in Stevenson's society and the many conflicts that lead to a divided community. Continue to explore mature concepts and write in a critical and academic style. They will learn how to evaluate texts in detail and critically engage with a point of view. Understand how the genre of a novella is different to that of a novel and is often written with a moral purpose in mind. Analyse the effect of narrative layering within <i>The Strange Case of Dr Jekyll and Mr Hyde</i> and how Stevenson has embedded an epistolary and anecdotal style in his writing. Continue to develop their ability to analyse how writers use language and structure to achieve desired effects on readers. Begin to compare writer's ideas and perspectives and how these are conveyed across two or more texts. Develop and master the ability to write effectively and imaginatively selecting the appropriate tone, style and register. Continue mastering the terms learnt during the previous year, plus developing their knowledge of the following: asyndetic, syndetic and polysyndetic listing, metonymy, anacoluthon and use these appropriately in their own writing. Continue to understand the importance and benefits of redrafting work and see how this has benefitted established writers. 	<ul style="list-style-type: none"> Build on their knowledge and understanding of tragedy as a dramatic art form from KS3. They will evaluate the concept of the tragic hero and how the tragic flaw contributes to the downfall of the protagonist. They will develop their understanding of the power dynamic and interplay between protagonist and antagonist from having studied <i>The Strange Case of Dr Jekyll and Mr Hyde</i> in term 1. Build on their knowledge from KS3 developing on their awareness of the cultural, historical and social contexts of the Elizabethan era in comparison to the Jacobean era. For example, the representation of leadership in plays in the wider historical and political context of the latter years of Elizabeth's reign and James I claim to the throne in order to idealise and set the standard for kingship. Consolidate their awareness of the deeper significances of Shakespeare's plays for a contemporary and Jacobean audience and how the viewpoints and themes in texts may be interpreted differently according to the perspective of the audience. Draw on and develop repertoire of dramatic approaches and conventions to pursue original and inventive lines of thought when exploring ideas and issues and transfer them to other ideas and texts that inspired Shakespeare. Continue to make explicit and interrelated links between analysing character, themes, plot and context in more detail. Build on their analysis, comparison and contrast of texts and sources with insight into their context as well as their content, evaluating their validity and relevance for a range of tasks or purposes. Investigating Shakespeare's treatment of his source material and the way he adapted it for dramatic and artistic reasons. Build on their knowledge of narrative structure from the previous term in language paper 1 and use this knowledge to analyse the play's tragic dramatic structure. Build on their knowledge and skills in analyzing and identifying poetic meter and how speech is used to represent a character's high culture and position in society. Develop their analysis and exploration of dramatis personae for example the complex relationships of characters on stage and the significance of both dynamic and static characters to plot development. Enhance their understanding of stagecraft and how this is used to condition audiences to interpret characters and events in a particular way but also how theatre practitioners have manipulated 	<ul style="list-style-type: none"> Master their knowledge of dramaturgy with an explicit focus on how the tragedy genre of Macbeth differs in style and structure compared to the 20th century "well-made play" <i>An Inspector Calls</i> and didactic theatre. Building on their knowledge from studying <i>Macbeth</i> in term 2 on a playwright's use of dramatic devices in manipulating the audience for example, dramatic irony, tension, momentum and stage craft. Building on their knowledge of the impact of social, historical, cultural contexts on a playwright's/poet's work and master analyzing the values and assumptions of writers in relation to texts. Develop their understanding and exploration of how political literature is a direct critique of the existing social and political ideologies through which writers aim to present alternate realities. Draw on and develop repertoire of dramatic approaches and conventions to pursue original and inventive lines of thought when exploring ideas and issues and transfer them to other ideas and texts that inspired Priestley. Advance their analysis skills of specific literary, rhetorical, grammatical and structural features that help shape meaning in implicit and explicit ways and how these techniques differ across a wide range of texts e.g. the plays and poetry. Master the ability to make explicit and interrelated links between analysing character, themes, plot and context in more detail. Master their analysis and exploration of dramatis personae for example the complex relationships of characters on stage and the significance of both dynamic and static characters to plot development In An Inspector Calls. Master their understanding of stagecraft and how this is used to condition audiences to interpret characters and events in a particular way but also how theatre practitioners/film directors have manipulated stagecraft reinterpreting plays over time. Continue mastering the terms learnt during the previous term, plus developing their knowledge of the following: embodiment, didactic, anaphora. Continue to understand the importance and benefits of redrafting work and see how this has benefitted established writers. Continue to develop their oracy skills, by writing scripts and deliver creative and transactional group presentations. Research and prepare Speaking task for formal assessment – negotiate topic, consider working with others

	<ul style="list-style-type: none"> Continue to develop their oracy skills, by writing scripts and deliver creative and transactional group presentations. 	<ul style="list-style-type: none"> stagecraft reinterpreting Shakespeare over time and across cultures Continue to develop their ability to analyse how writers use language and structure to achieve desired effects on readers. Continue to develop and master the ability to write effectively and imaginatively selecting the appropriate tone, style, register and mode of writing using the skills from term 1 in language paper 1. Continue to understand the importance and benefits of redrafting work and see how this has benefitted established writers. Continue to develop their oracy skills, by writing creatively and deliver creative and transactional group presentations. 	<ul style="list-style-type: none"> Examine ideas about effective speeches and presentations, body language, voice projection, awareness of audience
Language for Life (Key terms/Vocabulary)	Character, author, annotation, analysis, effect, methods/devices/techniques, metaphor, simile, personification, repetition, alliteration, theme, novella, repression, physiognomy, asyndetic, syndetic and polysyndetic listing, metonymy, moral, depraved, subconscious, savage, unorthodox, decadent, dual, duplicitous, aberration, allegory, symbolism, motif, satire, imagery, foreshadowing, irony, narrative structure, plot, narrative voice, reputation, Victorian gentlemen, evolution, science	Character, author, annotation, analysis, effect, methods/devices/techniques, metaphor, simile, personification, repetition, alliteration, theme, symbolism, motif, imagery, foreshadowing, irony, narrative structure, contrast, mirroring, Aristotle, tragedy, Divine Right of Kings, Elizabethan World Order, supernatural, plot, scene, act, script, soliloquy, dramatization, stage directions, characterisation, protagonist, antagonist, theatre, audience, role -play, play-wright, iambic pentameter, blank verse, rhyming couplets, voice, style, register	Character, author, annotation, analysis, effect, methods/devices/techniques, metaphor, simile, personification, repetition, alliteration, theme, symbolism, motif, imagery, foreshadowing, irony, dramatic irony, situational irony, embodiment, didactic, repetition, alliteration, narrative structure, plot, scene, act, script, dramatization, stage directions, characterisation, protagonist, antagonist, theatre, audience, role -play, play-wright, dramatic monologue, capitalist, socialism, gender divide, generational divide
Extended writing Opportunities	<ul style="list-style-type: none"> Exam style question – detailed analysis of an extract and whole text Creative writing- narrative or descriptive piece using an image as a stimulus Critical essay on an unseen extract 	<ul style="list-style-type: none"> Exam style question – detailed analysis of an extract and whole text Transactional writing- writing to a set brief Critical essay on an unseen extract 	<ul style="list-style-type: none"> Exam style question – detailed analysis of character/theme across a whole text Comparative essays exploring themes and ideas across texts Critical essay and analysis essay on unseen poetry
Maths Across the Curriculum	<ul style="list-style-type: none"> Timelines- concept of time Venn diagrams Drawing tables Making predictions using evidence Time management – writing in exam conditions 	<ul style="list-style-type: none"> Timelines- concept of time Venn diagrams Drawing tables Making predictions using evidence Time management – writing in exam conditions 	<ul style="list-style-type: none"> Timelines- concept of time Venn diagrams Drawing tables Making predictions using evidence Time management – writing in exam conditions
Links to careers/ aspirations	Teacher, librarian, writer, journalist, advertising, media, film & TV industry, acting, political adviser, creative director, lexicographer, historian, author	Teacher, librarian, writer, journalist, advertising, media, film & TV industry, acting, political adviser, author, historian, educator, philologist, actor/actress, director, costume and stage designer, theatre manager, choreographer, cinematographer, archivist, exhibit designer	Teacher, librarian, writer, journalist, advertising, media, film & TV industry, acting, political adviser, author, poet, historian, educator, philologist, actor/actress, director, costume and stage designer, theatre manager, choreographer, cinematographer, archivist, exhibit designer
Cultural Capital	They will develop knowledge of other times in relation to attitudes & behaviours about how people should behave, what is right action, what it is to be a good person, what influences our behaviour, including links to other cultures around the world. They will understand that ideas, attitudes and behaviours are not fixed but ever changing. Students will be encouraged to relate this knowledge, and ideas explored in this unit to modern society & their own experiences.	They will develop knowledge of other times in relation to attitudes & behaviours about how people should behave, what is right action, what it is to be a good person, what influences our behaviour, including links to other cultures around the world. They will understand that ideas, attitudes and behaviours are not fixed but ever changing. Students will be encouraged to relate this knowledge, and ideas explored in this unit to modern society & their own experiences. Students will be encouraged to link their prior learning about the impact and influence of Shakespeare in contemporary literature, art and the media and how this development influences modern day interpretations on stage, media and on film.	They will develop knowledge of other times in relation to attitudes & behaviours about how people should behave, what is right action, what it is to be a good person, what influences our behaviour, including links to other cultures around the world. They will understand that ideas, attitudes and behaviours are not fixed but ever changing. Students will be encouraged to relate this knowledge, and ideas explored in this unit to modern society & their own experiences. Students will be encouraged to link their prior learning about the impact and influence of 20 th century drama in contemporary literature, art and the media and how this development influences modern day interpretations on stage, media and on film.
Practical Application of Skills	<ul style="list-style-type: none"> Improved critical reading skills through reading of a classic literary novel. Written and oral communication skills to help construct, defend & debate an opinion. Ability to use subject specific terminology accurately and for effect. Development of accurate sophisticated vocabulary expressing a clearly articulated idea – both orally & in writing. Analyse a writer’s language in order to understand the writer’s intended effect on the original audience/reader. To write with confidence and clarity for both creative and analytical purposes. Cross-curricular: awareness of how historical and social contexts influence ideas in modern society. 	<ul style="list-style-type: none"> Improved critical reading skills through reading of a classic literary novel. Written and oral communication skills to help construct, defend & debate an opinion. Ability to use subject specific terminology accurately and for effect. Development of accurate sophisticated vocabulary expressing a clearly articulated idea – both orally & in writing. Analyse a writer’s language in order to understand the writer’s intended effect on the original audience/reader. To write with confidence and clarity for both creative and analytical purposes. Cross-curricular: awareness of how historical and social contexts influence ideas in modern society. 	<ul style="list-style-type: none"> Improved critical reading skills through reading of a classic literary novel. Written and oral communication skills to help construct, defend & debate an opinion. Ability to use subject specific terminology accurately and for effect. Development of accurate sophisticated vocabulary expressing a clearly articulated idea – both orally & in writing. Analyse a writer’s language in order to understand the writer’s intended effect on the original audience/reader. To write with confidence and clarity for both creative and analytical purposes. Cross-curricular: awareness of how historical and social contexts influence ideas in modern society.