

English Department – Year 10



Shirley High Curriculum Map

For both Year 10 GCSE English Language and GCSE English Literature we follow the AQA Exam Board and study a range of challenging and ambitious 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 for both contemporaneous audiences as well as contemporary audiences. We explore these ideas through classic literature: a 19th century novel, Shakespeare, a 20th century play, and a collection of poetry exploring Power & Conflict which includes a range of fifteen poems spanning from the Renaissance era to our present day. The Year 10 curriculum builds on prior knowledge that students have gained from the strong foundations built at Key Stage Three. It develops students' explicit skills in both reading and writing that have been taught at Key Stage Three. Our Year 10 curriculum choices continue to be ambitious, challenging and diverse. As a faculty, we ensure that our students are well prepared and ready for the series of formal exams at the end of the year, which in Year 10 are the full complement of Pre-Public Exams for both GCSEs. At every stage of the curriculum, we are committed to developing our students' skills so that all our students are challenged to think, support their ideas and express themselves clearly and confidently especially in writing and thereby develop mastery in their reading and writing.

	Autumn Term	Spring Term	Summer Term
	<p>Theme/Topic/Skill: A Just World? Chaos and Crisis.</p> <p>Topics taught:</p> <p>Literature: 20th Century Text: <i>An Inspector Calls</i> by J B Priestley.</p> <p>Literature: <i>Power & Conflict</i> Poetry Cluster – the first cluster of five poems from the collection</p> <p>For Language: The Fiction Paper (Paper 1) Understanding how writers create meanings through methods; understanding how to use these methods to create own meaning in writing.</p>	<p>Theme/Topic/Skill: A Just World? Chaos and Crisis up to Spring half term The Cost of Ambition from Spring half term</p> <p>Exploring Spoken Language and completing the formal Speaking and Listening task.</p> <p>For Language: The Fiction Paper (Paper 1) Understanding how writers create meanings through methods, understanding how to use these methods to create own meaning in writing.</p> <p>Literature: Shakespeare: <i>Macbeth</i> from Act 1 and the exposition to Act 3.</p> <p><i>Power and Conflict</i> Poetry Cluster – the second cluster of the next five poems from the collection (these are shared across the summer term too)</p>	<p>Theme / Topic / Skill: The Cost of Ambition – Macbeth, Power and Conflict Poetry and Language for The Nonfiction Paper</p> <p>Literature: Shakespeare: <i>Macbeth</i> from Act 3 to the end of the play.</p> <p><i>Power and Conflict</i> Poetry Cluster– the second cluster of the next five poems from the collection (this is a continuation of the poems taught in the second half of the spring term)</p> <p>Language: The Nonfiction Paper (Paper 2) Nonfiction Writing and Comparing Writers' Viewpoints and Perspectives.</p>
Why Now?	<p>Building upon the strong foundations built at Key Stage 3, students will develop their knowledge and understanding of how writers shape their meanings through the methods they use and the intentions they have.</p> <p>Students will start with an in-depth study of J B Priestley's <i>An Inspector Calls</i> and its dramatic conventions where they will relate these to the Edwardian context of the play. Students will consider the important political dynamics of drama within the 20th century.</p> <p>Students will go on to develop the ability to evaluate key ideas related to power and conflict drawing on similar themes explored in the play such as responsibility, the gender gap, gender and class. They will develop their comparison skills by analysing how poets convey their attitudes and values in their writing. Furthermore, students will also evaluate how society's opinions about war have developed and changed over time. They will consolidate their ability to write in a critical and academic style.</p>	<p>Students will develop mastery in their ability to evaluate key ideas related to power and conflict drawing on similar themes explored in the play such as responsibility, the gender gap, gender and class. They will develop their comparison skills by analysing how poets convey their attitudes and values in their writing. Furthermore, students will also evaluate how society's opinions about war have developed and changed over time. They will consolidate their ability to write in a critical and academic style. Students will demonstrate their knowledge and understanding in the first series of Pre-Public Exams in February.</p> <p>Following the Pre-Public exams, students will begin to explore and study Shakespearean tragedy, building on their knowledge of Shakespeare at Key Stage 3 where they will have studied <i>The Tempest</i>, <i>Twelfth Night</i> and <i>Romeo and Juliet</i>. At Key Stage 4, students will develop their critical appreciation and understanding of character, themes, plot and authorial intentions in much greater detail. They will continue to develop their exploration of mature concepts from the previous term and write in a critical and academic style.</p>	<p>Following the in-depth study and critical appreciation of the first three Acts of Shakespeare's <i>Macbeth</i>, students will deepen their exploration and evaluation of Shakespearean tragedy, continuing to build upon their knowledge of Shakespeare at Key Stage 3 where they will have studied <i>The Tempest</i>, <i>Twelfth Night</i> and <i>Romeo and Juliet</i>. At Key Stage 4, students will continue to develop their critical appreciation and understanding of character, themes, plot and authorial intentions in much greater detail. They will continue to develop their exploration of mature concepts from the previous term and write in a critical and academic style.</p> <p>Alongside the critical study of Shakespeare's <i>Macbeth</i>, students will study non-fiction literary writing where they will develop their knowledge of different writers' viewpoints and attitudes, be able to summarise key points of an argument and be able to analyse how meaning is shaped through language choices and structural choices made by the writer. Moreover, students will be taught how to further develop their transactional writing skills from KS3 by demonstrating the ability to write to a set brief.</p>
Fundamental Concepts	<ul style="list-style-type: none"> Understanding social, historical and cultural contexts of the Edwardian era when the play was written Making comparisons between texts Evaluating the impact of methods Extract analysis Didactic theatre Power and conflict Political ideologies such as capitalism and socialism Presenting viewpoints critically Contemporary social and political contexts Essay writing Literary terms and techniques 	<ul style="list-style-type: none"> Making comparisons between texts Evaluating the impact of methods Extract analysis Detailed planning Understanding social, historical and cultural context of Jacobean era when the play was written. Literary terms and techniques Corrupting power of unchecked ambition Religion and the supernatural Patriarchy Monarchy and primogeniture Essay writing Literary terms and techniques 	<ul style="list-style-type: none"> Making comparisons between texts Evaluating the impact of methods Extract analysis Detailed planning Understanding social, historical and cultural context of Jacobean era when the play was written. Literary terms and techniques Corrupting power of unchecked ambition Religion and the supernatural Patriarchy Monarchy and primogeniture Essay writing Literary terms and techniques
Students will...	<p>When studying J B Priestley's <i>An Inspector Calls</i>:</p> <ul style="list-style-type: none"> Understand and develop a critical analysis of how Priestley organises the stage in the exposition of the play Develop an understanding of how characters are presented in the play Appreciate how writers can use their work as a platform for their political views Be able to connect a character, their function to the wider social context Explore key themes and trace how these are developing, such as the generation gap and masculinity Understand how characters link to the wider world and to universal themes and concepts, such as responsibility, selfishness and hypocrisy <p>When studying the first <i>Power and Conflict</i> poetry cluster:</p> <ul style="list-style-type: none"> Analyse a writer's use of imagery Understand the surrounding context Make links between the poet's intention and the poem itself Examine a writer's use of language methods Make explicit links and show understanding of how the ideas in the text mirror / represent wider world concerns Understand the writer's structural choices <p>When studying Language as part of The Fiction Paper:</p> <ul style="list-style-type: none"> Express a personal opinion clearly Be able to summarise the key points in an unfamiliar nonfiction text Be able to discern how writers' methods shape the meaning in the text Understand the conventions of transactional writing and be able to use them I own writing Use a range of methods to make own ideas interesting and engaging 	<p>When studying J B Priestley's <i>An Inspector Calls</i>:</p> <ul style="list-style-type: none"> Understand and develop a critical analysis of how Priestley organises the stage in the exposition of the play Develop an understanding of how characters are presented in the play Appreciate how writers can use their work as a platform for their political views Be able to connect a character, their function to the wider social context Explore key themes and trace how these are developing, such as the generation gap and masculinity Understand how characters link to the wider world and to universal themes and concepts, such as responsibility, selfishness and hypocrisy <p>When studying Language as part of The Fiction Paper (Paper 1):</p> <ul style="list-style-type: none"> Express a personal opinion clearly Be able to summarise the key points in an unfamiliar nonfiction text Be able to discern how writers' methods shape the meaning in the text Understand the conventions of transactional writing and be able to use them I own writing Use a range of methods to make own ideas interesting and engaging Be able to identify a writer's viewpoint <p>When studying Shakespeare's <i>Macbeth</i>:</p> <ul style="list-style-type: none"> Make explicit and meaningful links to the surrounding social, cultural and historical context of the play Evaluate the significance and the function of a soliloquy Use parenthesis effectively and deliberately Critically appreciate and evaluate the use of imagery Evaluate and compare the different reactions of different characters 	<p>When studying Shakespeare's <i>Macbeth</i>:</p> <ul style="list-style-type: none"> Understand how punctuation choices can create specific effects Make explicit and meaningful links to the surrounding social, cultural and historical context of the play Evaluate the significance and the function of a soliloquy Critically appreciate and evaluate the use of imagery Evaluate and compare the different reactions of different characters Embed quotes effectively in own writing Understand and evaluate the function of stagecraft Evaluate how violence/ ambition is presented as a theme across the whole text <p>When studying Language as part of The Nonfiction Paper (Paper 2):</p> <ul style="list-style-type: none"> Summarise the key points in an article whilst understanding the writer's viewpoint and crux of argument Use parenthesis effectively and deliberately Understand how punctuation choices can create specific effects Compare writers' viewpoints with reference to the texts Devise and write a detailed personal response <p>All students, by the end of Year 10, will have completed their full series of Pre-Public Exams on GCSE English Language Paper 2 (The Nonfiction Paper) and GCSE English Literature (a bespoke paper which will include: J</p>

	<ul style="list-style-type: none"> Be able to identify a writer's viewpoint 		B Priestley's <i>An Inspector Calls</i> , <i>Power and Conflict</i> (Seen Poetry and Shakespeare's <i>Macbeth</i>).
Language for Life (Key terms / Vocabulary)	Character, author, annotation, analysis, effect, methods/devices/techniques., metaphor, simile, personification, repetition, alliteration, theme, allegory, symbolism, motif, imagery, foreshadowing, irony, dramatic irony, situational irony, embodiment, didactic, anaphora, antistasis, epistrophe, refrain, fricative alliteration, narrative structure, plot, scene, act, script, soliloquy, dramatization, stage directions, characterisation, dynamic and stative characters, protagonist, antagonist, theatre, audience, role-play, play-wright, dramatic monologue, iambic pentameter, blank verse, trochaic tetrameter.	Character, author, annotation, analysis, effect, methods/devices/techniques., metaphor, simile, personification, repetition, alliteration, theme, allegory, symbolism, motif, satire, imagery, foreshadowing, irony, narrative structure, plot, scene, act, script, soliloquy, dramatization, stage directions, characterisation, dynamic and stative characters, protagonist, antagonist, theatre, audience, role-play, play-wright, dramatic monologue, iambic pentameter, blank verse, trochaic tetrameter, hypophora, procatleipsis, anadiplosis, mode, voice, style, register	Character, author, annotation, analysis, effect, methods/devices/techniques., metaphor, simile, personification, repetition, alliteration, theme, allegory, symbolism, motif, satire, imagery, foreshadowing, irony, narrative structure, plot, scene, act, script, soliloquy, dramatization, stage directions, characterisation, dynamic and stative characters, protagonist, antagonist, theatre, audience, role-play, play-wright, dramatic monologue, iambic pentameter, blank verse, trochaic tetrameter, hypophora, procatleipsis, anadiplosis, mode, voice, style, register
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 an extract and whole text Transactional writing- writing to a set brief Critical essay on an unseen extract
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, 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 Shakespeare 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 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 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 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 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.