

## Curriculum Map: Year 10 English

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Topic</b>	<b>English literature – Shakespeare text (Macbeth)</b>	<b>English literature – Poetry (Power cluster)</b>	<b>English literature – Post-1914 text (Blood Brothers)</b>  <b>English language – Component 1</b>	<b>English literature – Pre-1914 text (Dr Jekyll and Mr Hyde)</b>	<b>English language – Component 2</b>  <b>English literature – Poetry (War cluster)</b>	<b>End of year exam revision</b>  <b>Speaking &amp; listening</b>
<b>Intent</b>	To provide students with secure knowledge of a Shakespeare text ensuring they are able to write extensively on themes and author intent, in preparation for GCSE examinations.	To provide students with secure knowledge of an anthology of poetry ensuring that they are able to write extensively themes and author intent, in preparation for GCSE examinations.	To provide students with secure knowledge of a post-1914 text ensuring that they are able to write extensively themes and author intent, in preparation for GCSE examinations.  To provide students with the necessary skills to analyse unseen non-fiction texts, as well as being able to plan and write accurately in timed conditions.	To provide students with secure knowledge of a pre-1914 text ensuring that they are able to write extensively themes and author intent, in preparation for GCSE examinations.	To provide students with the necessary skills to analyse unseen non-fiction texts, as well as being able to plan and write accurately in timed conditions.  To provide students with secure knowledge of an anthology of poetry ensuring that they are able to write extensively themes and author intent, in preparation for GCSE examinations.	To prepare students for end of year examinations.  To enable students to speak accurately for different audiences and purposes.
<b>Key Knowledge</b>	Respond to texts in detail. Comment on author's intent.	Respond to texts in detail. Comment on author's intent. Make comparisons between texts.	Respond to texts in detail. Comment on author's intent. Respond to unseen texts.  Write appropriately for purpose and form.	Respond to texts in detail. Link texts to their contexts. Comment on author's intent.	Respond to unseen texts. Write appropriately for purpose and form.  Respond to texts in detail. Link texts to their contexts. Comment on author's intent. Make comparisons between texts.	Respond to unseen texts. Write appropriately for purpose and form.  Respond to texts in detail. Link texts to their contexts. Comment on author's intent. Make comparisons between texts.

<b>Key Skills</b> <i>(Reading, writing, grammar &amp; vocabulary and spoken language)</i>	Writing consistently and coherently. Engaging with challenging texts. Analysis of form, structure and language, using accurate terminology. Writing accurately and appropriately.	Writing consistently and coherently. Engaging with challenging texts. Analysis of form, structure and language, using accurate terminology. Linking texts to contexts. Making comparisons between texts. Writing accurately and appropriately.	Writing consistently and coherently. Engaging with challenging texts, both studied and unseen. Analysis of form, structure and language, using accurate terminology. Linking texts to contexts. Writing accurately and appropriately.	Writing consistently and coherently. Engaging with challenging texts. Analysis of form, structure and language, using accurate terminology. Linking texts to contexts. Writing accurately and appropriately.	Writing consistently and coherently. Engaging with challenging texts, both studied and unseen. Analysis of form, structure and language, using accurate terminology. Linking texts to contexts. Making comparisons between texts. Writing accurately and appropriately.	Writing consistently and coherently. Engaging with challenging texts, both studied and unseen. Analysis of form, structure and language, using accurate terminology. Linking texts to contexts. Making comparisons between texts. Writing accurately and appropriately.
<b>Key Vocabulary</b>	Ambition Tyrant Apparition Patriotic Conflicted Prophecy Supernatural Courageous Regicide Usurper	Oppressed Marginalise Futile Glorify Hubris Indoctrinate Liberate Awe Bewildered Indifferent	Prejudice Superstition Equality Manipulation Fate Nature Nurture Class Cyclical Naivety	Morality Animalistic Troglodyte Reputation Primitive Duality/duplicity Terror Atavism Repression Alter Ego	Oppressed Marginalise Futile Glorify Hubris Indoctrinate Liberate Awe Bewildered Indifferent	
<b>Key Reading</b>	Pre-1914 text	Fiction extracts  Poetry anthology	Post-1914 text	Pre-1914 text	Non-fiction extracts  Poetry anthology	
<b>Misconceptions</b>	Difference between historical context and context from when the play was written.  Misunderstanding the character of Macbeth as a literary construct versus the real historical figure.	The speak is always the poet.  Poetry always has to follow a set structure.  Historical context of when poems were produced and link to contemporary societal values.	Historical factors such as class, welfare and education.  Societal expectations around marriage and religion.	Historical factors such as religion versus science.  Societal expectations with regards to class.	The speak is always the poet.  Poetry always has to follow a set structure.  Historical context of when poems were produced and link to contemporary societal values.	

<b>Start Point</b>	Review of KS3 vocabulary and links to this text e.g. 'tyrannical rule'.  Build on analysis skills from KS3 Shakespeare texts.	Review of KS3 vocabulary and links to these texts e.g. 'oppression'.  Build on skills developed during Year 7, 8 & 9 poetry schemes of learning.	Review of KS3 vocabulary and links to these texts e.g. 'inequality'.  Build on skills developed during study of modern drama in Year 9.	Review of KS3 vocabulary and links to these texts e.g. 'repentance'.  Build on skills developed through pre-1914 textual study in Year 7 & 8.	Review of KS3 vocabulary and links to these texts e.g. 'nostalgia'.  Build on skills developed during Year 7, 8 & 9 poetry schemes of learning.	<b>Revision of all topics study in Year 10 so far.</b>
<b>End Point</b>	To read, understand and respond to texts – extended written analysis.	To read, understand and respond to texts.  To write appropriately for audience, purpose and form.	To read, understand and respond to texts.	To read, understand and respond to texts.	To write appropriately for audience, purpose and form.	To read, understand and respond to texts, both studies and unseen.  To write appropriately for audience, purpose and form.  To communicate verbally and respond to questions.
<b>Form of Assessment</b>	<b>Extended written response - <i>Macbeth</i></b>	<b>Extended written response – writing to describe and narrate</b>  <b>Extended written response – <i>Poetry comparison</i></b>	<b>Extended written response – <i>Blood Brothers</i></b>	<b>Extended written response – <i>Jekyll and Hyde</i></b>	<b>Extended written response – transactional writing</b>	<b>End of year examinations</b>

<b>Enrichment opportunities</b>	Engagement with different interpretations of the texts, both filmed and live on stage. Copies of all texts studied provided for students. External writing competitions.
<b>Leadership opportunities</b>	