

SPRS – Academic Year 2021- 2022

Curriculum Map – Subject: English Year 10

Aim - The students will move forward into Year 10 studying GCSE in English Literature and Language. The planning is based around 5 terms (3 in Year 10 and 2 in Year 11)

Functional Skills will also be incorporated for identified students.

AQA GCSE English Language - exam summer 2023

AQA GCSE English Literature – exam summer 2023

AQA Step Up to English will also be incorporated for identified students. Recommended scheme of work is available.

Term 1		Term 2		Term 3	
Learning Cycle 1 7 th Sept 2021 – 22 nd Oct 2021 7 Weeks	Learning Cycle 2 1 st Nov 2021 – 17 th Dec 2021 7 Weeks	Learning Cycle 3 5 th Jan 2022 – 18 th Feb 2022 7 Weeks	Learning Cycle 4 28 th Feb 2022 – 8 th Apr 2022 6 Weeks	Learning Cycle 5 25 th Apr 2022 – 27 th May 2022 5 Weeks	Learning Cycle 6 6 th June 2022-25 th July 2022 7 Weeks
AQA GCSE English Literature Paper 1– Shakespeare and 19 th Century Novel AQA Step Up to English - Gothic Horror AQA Functional Skills	AQA GCSE English Literature Paper 1– Shakespeare and 19 th Century Novel AQA Functional Skills	AQA GCSE English Literature Paper 2 – Modern Texts and Poetry AQA Functional Skills	AQA GCSE English Literature Paper 2 – Modern Texts and Poetry AQA Functional Skills	AQA GCSE English Language Paper 2 – Writers Viewpoints and perspectives AQA Step Up to English – Media AQA Functional Skills	AQA GCSE English Language Paper 1 – Explorations in Creative Reading and Writing AQA Step Up to English – Exploring AQA Functional Skills
<u>BASELINE ASSESSMENT</u> Shakespeare – Macbeth Act 1&2 Intent - Macbeth - Act 1 & 2 Pupils will complete a class reading and study of Act 1 & Act 2	<u>A Christmas Carol</u> Intent - Pupils will be able to identify themes and ideas alongside linguistic and literary language to look at structure and effectiveness and impact of the text. Implementation - Pupils to establish plot, key themes and key characters.	<u>An Inspector Calls</u> Pupils will study the whole text and gain an understanding of the era and social climate as well as reading and comprehension skills. Implementation - Pupils to complete a reading of the play. Pupils to gain an understanding of class, race, gender and society.	<u>Poetry 1789 – Present day. Power and Conflict Unseen Poetry</u> Intent - Poetry Power and Conflict and Unseen Poetry Pupils will study the selected poetry anthology set by the exam board. Implementation- Pupils will be introduced to the poetry anthology. In this cycle pupils will study the first 7 of the 15	<u>Media/ Spoken Language</u> Intent – Censorship role of modern society. Pupils to have an understanding of the media and how it works in relaying facts and opinions to the public. Implementation - Pupils will study a range of articles written from different	<u>Creative Writing</u> Intent – Descriptive writing. Pupils will recognise the difference between descriptive and narrative writing. They will understand how to read an image and use inference. Narrative writing.

<p>Implementation - Pupils to establish plot, key themes and key characters. Pupils will also discuss and analyse character, relationships and mood. Short key extracts and scenes will be used to show understanding of language. We will identify structure, theme, imagery and mood. Pupils will also look at the effect on the audience and poetic buzz words. There are also cross curricular links to history and PSHE</p> <p>Impact - Pupils will develop essay skills and planning ability throughout the scheme of work. The text is part of the exam board specification leading to GCSE English Literature.</p> <p>Step up to English formal assessment piece to be completed.</p>	<p>Pupils will also discuss and analyse character, relationships and mood. Short key extracts and scenes will be used to show understanding of language. We will identify structure, theme, imagery and mood. Pupils will also look at the effect on the audience and poetic buzz words. There are also cross curricular links to history and PSHE</p> <p>Impact – Pupils will be able to analyse writing and be objective when speaking about writer's style and viewpoint</p> <p>Formal Assessment Extended writing - Victorian Child Diary</p>	<p>Understanding of the play, characters and themes. They will understand the era and the problems with social class, gender inequality Britain pre and post WW1.</p> <p>They will be able to identify points of view and implicit and explicit information.</p> <p>Impact – The text is part of the exam board specification leading to GCSE English Literature. Cross curricular mapping is also present across the scheme of work.</p> <p>Formal Written Assessment</p>	<p>required poems in preparation of the English Literature GCSE. Pupils will look at: structure, theme, imagery, mood, language and effect on the audience.</p> <p>Impact- Pupils will have a clear awareness of the poems and their context in preparation of the GCSE English Literature</p> <p>Formal Assessment</p>	<p>perspectives to understand bias in the media. Pupils will use high profile stories such as : Meghan Markel vs Kate Middleton. Gender in the media? Censorship and Propaganda Pupils will also prepare and complete speaking and listening exercises.</p> <p>Impact – Pupils will show a clear understanding of the perceptions of the media and the focus of perspectives. Pupils to use this module to prepare for presentation including responding to questions and feedback</p> <p>Formal Assessment- Role of censorship in modern society</p> <p>Step Up to English Formal Assessment piece to be completed</p>	<p>Pupils will then produce a piece to ensure the plot is well defined and developed with features of fiction writing, such as description, characterisation, and convincing details. Theme, context, style, literary quality, and critical comprehension</p> <p>Crafting Writing Timed Conditions Accuracy Proofreading</p> <p>Formal End of Year Assessment</p> <p>Step Up to English Formal Assessment piece to be completed</p>
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