

**Curriculum Map: <<English Language and English Literature>> Year 10 (AQA for both qualifications)**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Content</b> Declarative knowledge 'I Know'</p>	<p><b>19<sup>th</sup> century novel with Language Paper 1 integrated throughout</b> <i>Students study one novel – this could be Jekyll and Hyde, A Christmas Carol, Frankenstein, Great Expectations, The Sign of Four or another text named on the AQA GCSE English Literature specification. Teachers choose the text to best suit their class and the teaching of their class.</i> I know the plot of my 19<sup>th</sup> century novel. I know key context that influence the construction of my novel. I know the key characters of my novel. I know what defines the key characters of my novel. I know what the key themes of my novel are. I know how the writer uses the key themes of the novel. I know key figurative language terminology. I know key terminology linked to narrative structure. I know a range of key quotations from the novel.</p>	<p><b>Shakespeare with Language Paper 1 integrated throughout</b> <i>Students study one play – this could be Macbeth, The Merchant of Venice, Much Ado About Nothing or another text named on the AQA GCSE English Literature specification. Teachers choose the text to best suit their class and the teaching of their class.</i> I know the plot of my play. I know key context that influence the construction of my play. I know the key characters of my play. I know what defines the key characters of my play. I know what the key themes of my play are. I know how Shakespeare uses the key themes of the play. I know key figurative language terminology. I know key terminology linked to the genre of drama. I know a range of key quotations from the play.</p>	<p><b>Spoken Language</b> I know the difference between Standard English and conversational spoken English. I know the common rhetoric devices that can be employed when constructing an effective speech. I know common strategies that can be employed when delivering an effective speech.</p> <p><b>Power and Conflict Poetry</b> I know the key ideas of a selection of power and conflict poetry. I know the key context that influenced the construction of a selection of power and conflict poetry. I know a range of comparative discourse markers. I know key poetic terminology linked to a selection of power and conflict poetry. I know quotations from a range of power and conflict poems.</p>			
<p><b>Skills</b> Procedural Knowledge 'I know how to'</p>	<p>I know how to identify key information in a text. I know how to select evidence to support my ideas. I know how to explain how a writer chooses words and phrases to shape meaning. I know how to structure my literature responses so I am engaging with what the writer is saying, how they are saying 'it' and why they are saying 'it'. I know how to engage with the context of a text. I know how to compare the context in which the text was constructed with the context in which the text is being received. I know how to evaluate 19<sup>th</sup> century non-fiction texts that share similar ideas or themes with, or illuminate the context of, my novel. I know how to apply my literary analytical skills of authorial method to short form English Language questions. I know how to employ figurative languages for specific effect in my own narrative and descriptive writing.</p>	<p>I know how to identify key information in a text. I know how to select evidence to support my ideas. I know how to explain how Shakespeare chooses words and phrases to shape meaning. I know how to structure my literature responses so I am engaging with what Shakespeare is saying, how he is saying 'it' and why he might be saying 'it'. I know how to engage with the context of a text. I know how to compare the context in which the text was constructed with the context in which the text is being received. I know how to apply my literary analytical skills of authorial method to short form English Language questions through the study of short unseen fiction extracts. I know how to employ figurative languages for specific effect in my own narrative and descriptive writing.</p>	<p><b>Spoken Language</b> I know how to organise the content of my speech for maximum informative or persuasive impact. I know how to use a range of rhetoric devices to shape my speech writing. I know how to use Standard English when presenting in a formal setting. I know how to use my body language effectively when presenting in a formal setting. I know how to listen actively to the presentations of others so as to be able to ask insightful questions. I know how to respond in detail to questions asked following a presentation.</p> <p><b>Power and Conflict Poetry</b> I know how to identify key information in a text. I know how to select evidence to support my ideas. I know how to explain how a writer chooses words and phrases to shape meaning.</p>			

	I know how to construct my own narrative and descriptive writing. This could include using narrative structures explored through my 19 <sup>th</sup> century novel as a springboard.		I know how to compare ideas and themes across two poems. I know how to use comparative discourse markers to guide my comparison of poems. I know how to structure my literature responses so I am engaging with what the writer is saying, how they are saying 'it' and why they are saying 'it'. I know how to engage with the context of a text. I know how to compare the context in which the text was constructed with the context in which the text is being received.
<b>Strategies</b> Conditional Knowledge 'I know when to'	I know when to embed evidence into my writing. I know when to use subject specific terminology to support my interpretations. I know when to analyse the methods a writer uses to shape meaning. I know when to link my analytical ideas to context surrounding the text and its reception. I know when to evaluate the possible authorial intentions of my novel. I know when to employ figurative language devices for specific effect in my own narrative and descriptive writing.	I know when to embed evidence into my writing. I know when to use subject specific terminology to support my interpretations. I know when to analyse the language and structural methods a writer uses to shape meaning. I know when to link my analytical ideas to context surrounding the text and its reception. I know when to evaluate the possible authorial intentions of my novel. I know when to employ figurative language devices and structural features for specific effect in my own narrative and descriptive writing.	<b>Spoken Language</b> I know when to employ a range of rhetoric devices in constructing my speech. I know when to vary my intonation within the delivery of my speech for maximum impact. I know when to pause for effect when delivering my speech. I know when to ask questions of a presenter. I know when to give a detailed response to questions asked of me following a presentation.  <b>Power and Conflict Poetry</b> I know when to embed evidence into my writing. I know when to use subject specific terminology to support my interpretations. I know when to analyse the language and structural methods a writer uses to shape meaning. I know when to draw on similarities and differences between two poems. I know when to link my analytical ideas to context surrounding the text and its reception. I know when to evaluate the possible authorial intentions of my novel.
Key Questions	How is character constructed? How are key themes constructed and utilised? How do key characters and themes change throughout the text and what is the significance of those changes?	How is character constructed? How are key themes constructed and utilised? How does historical, social, cultural and political context influence the construction and reception of a text?	<b>Spoken Language</b> How does spoken language become a powerful form of communication? How do we listen actively and with intent?  <b>Power and Conflict Poetry</b>

	How does historical, social, cultural and political context influence the construction and reception of a text?	How do key characters and themes change throughout the text and what is the significance of those changes?	How are key themes and ideas constructed and utilised? How does historical, social, cultural and political context influence the construction and reception of a text?
Assessment topics	Analysis of a key character or theme – one extract from the text given for students to analyse, drawing connections between the extract and the wider text.	Analysis of a key character or theme – one extract from the text given for students to analyse, drawing connections between the extract and the wider text.	Spoken language presentation – 5 minute formal speech on a topic of the student’s choosing, followed by a short Q&A session based on the content of the speech
Cross curricular links/Character Education	<p>How does society influence expectations of our gender? How does an individual construct their identity? How do we establish ideas of community and charity? How do we manage our own desires and aspirations against a greater and shared common good? How do we ensure we take responsibility for our actions?</p> <p>Links to Art – my surroundings Links to Business – business operations (A Christmas Carol/ Great Expectations/ The Sign of the Four) Links to Biology – the human anatomy (Frankenstein, Jekyll and Hyde) Links to Drama – Frankenstein Links to Geography – physical landscapes and urban issues Links to History – crime and punishment, Whitechapel Links to RE – relationships and family, religion and life Links to PSHE – emotions and feelings</p>	<p>How does society influence expectations of our gender? How does an individual construct their identity? How do we establish ideas of community and unity? How do we manage our own desires and aspirations against a greater and shared common good? How do we ensure we take responsibility for our actions?</p> <p>Links to Art – my surroundings Links to Drama – performing Links to Geography - the living world (Macbeth) Links to History – the Elizabethans Links to Maths – sequences and patterns Links to Music – music for stage and screen Links to RE – relationships and family, religion and life Links to PSHE – emotions and feelings</p>	<p><b>Spoken Language</b> How do we show respect to our peers through active listening? How do we show respect for, and support of, our peers through the questions we ask of them? Links to Drama - performing</p> <p><b>Power and Conflict</b> How do we engage with ideas of war and conflict? How do we engage with ideas of human conflict? Link to Photography – my surroundings (architecture) Links to History – WW1, WW2, global conflicts, modern conflicts Links to Music – composing and rhythms Links to RE – relationships and family, religion and life Links to PSHE – emotions and feelings</p>