

**CURRICULUM MAP (Long term plan)**

**SUBJECT: English Language & Literature**

**YEAR GROUP: 10**

	<b>Cycle 1 Autumn 1</b>	<b>Cycle 1 Autumn 2</b>	<b>Cycle 2 Spring 1</b>	<b>Cycle 2 Spring 2</b>	<b>Cycle 3 Summer 1</b>	<b>Cycle 3 Summer 2</b>
<p><b>Substantive knowledge –</b> Essential knowledge &amp; conceptual understanding of the National Curriculum</p>	<p><b>Key Text: An Inspector Calls</b> The plot of the play The structure of a play Context of 20<sup>th</sup> Century Britain prior to the war.</p> <p><b>Themes:</b> Social responsibility Gender Social class Capitalism Vs Socialism Young vs Old</p> <p><b>Key Vocabulary:</b> Bourgeoise Conscience Conservative Hierarchy Individualist Industrialist Materialistic Microcosm Misogynistic Omniscient Patriarchy Proletariat Capitalism Socialist</p>	<p><b>Key Text: Power and Conflict anthology</b> Poetic voice The power of man and humans.</p> <p><b>Themes:</b> Power of humans Effects of conflict Reality of conflict Loss and absence Memory Anger Guilt Fear Pride Identity</p> <p><b>Key Vocabulary:</b> Rhyme Metaphor Personification Simile Caesura Enjambment Semantic field Colloquial Language Repetition Hyperbole Stanza</p>	<p><b>Key Text: Romeo and Juliet</b> The plot of the play The structure of a play Features of a tragedy</p> <p><b>Themes:</b> Death Violence Love Conflict Family honour Fate</p> <p><b>Key Vocabulary:</b> Patriarchal society Impetuous Devotion Unrequited Domineering Infantilise Fickle Cynical Brazen Pugnacious Inevitable</p>	<p><b>Language Paper 1 (Sec. A&amp;B)</b></p> <p><b>Core language techniques used by writers to achieve intended effects including but not limited to:</b> Alliteration Sibilance Rhetorical questions Repetition Simile Metaphor Personification Rule of 3 Onomatopoeia</p> <p><b>Core structural techniques used by writers to achieve intended effects including but not limited to:</b> Hook Setting Character Dialogue Foreshadowing</p>	<p><b>Key Text: Power and Conflict anthology</b> Poetic voice The power of nature and war</p> <p><b>Themes:</b> Power of humans Effects of conflict Reality of conflict Loss and absence Memory Anger Guilt Fear Pride Identity</p> <p><b>Key Vocabulary:</b> Rhyme Metaphor Personification Simile Caesura Enjambment Semantic field Colloquial Language Repetition Hyperbole Stanza</p>	<p><b>Language Paper 2 (Sec. A)</b></p> <p><b>Key Vocabulary:</b> Viewpoint Perspective Tone Voice Satire Personal pronouns Rhetorical questions Opinion Statistics Hyperbole Rule of three Anecdote Commands/Imperatives Repetition Metaphor Simile Ethos Pathos Logos</p>

		Rhythm Imagery Tone Irony Sibilance Assonance Consonance Plosives Volta Anaphora Epistrophe		Shifts in perspective, focus, location etc.	Rhythm Imagery Tone Irony Sibilance Assonance Consonance Plosives Volta Anaphora Epistrophe	
<b>Disciplinary knowledge</b> - what skills are practiced?	<ul style="list-style-type: none"> <li>To read for meaning and understand different viewpoints</li> <li>To analyse Priestley's craft including language and structure</li> <li>To consider how suspense is built within the text</li> </ul>	<ul style="list-style-type: none"> <li>To read for meaning and understand different viewpoints</li> <li>To analyse poetic language and structure</li> <li>To consider poetic ideas are presented through imagery</li> <li>To craft an analytical response</li> <li>To compare how writers</li> </ul>	<ul style="list-style-type: none"> <li>To read for meaning and understand different viewpoints</li> <li>To analyse Russell's craft including language and structure</li> <li>To consider how the idea of tragedy is built within the text</li> </ul>	<ul style="list-style-type: none"> <li>To confidently read unseen fictional texts</li> <li>To identify and interpret information and ideas.</li> <li>To explain, comment on and analyse how writers use language and structure</li> <li>To identify techniques used by writers</li> </ul>	<ul style="list-style-type: none"> <li>To read for meaning and understand different viewpoints</li> <li>To analyse poetic language and structure</li> <li>To consider poetic ideas are presented through imagery</li> <li>To craft an analytical response</li> <li>To compare how writers</li> </ul>	<ul style="list-style-type: none"> <li>To confidently read unseen non-fiction texts from the 19th, 20th and 21st centuries.</li> <li>To identify and interpret explicit and implicit information and ideas.</li> <li>To explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.</li> </ul>

		present viewpoints		<ul style="list-style-type: none"> <li>To evaluate texts critically and use textual references.</li> </ul>	present viewpoints	<ul style="list-style-type: none"> <li>To compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.</li> <li>To evaluate texts critically and support this with textual references.</li> </ul>
<p><b>Key questions</b> (What is the learning about?)</p>	<p>Why did Priestley write this play?</p> <p>How did life change between 1912 and 1945?</p> <p>What are the key differences between socialism and capitalism?</p> <p>How does Priestley show his political views?</p> <p>What is social responsibility and why is it essential to society?</p>	<p>What is the meaning constructed in the poem?</p> <p>How do poets use language to shape their poetry and reader response?</p> <p>How does one poem compare to another?</p> <p>How does the structure of a poem affect its meaning?</p>	<p>Why did Shakespeare write this play?</p> <p>What are the main ideas in the play?</p> <p>What is the difference between fate and free will?</p> <p>How do our choices affect others?</p> <p>How are gender roles explored through the course of the play?</p>	<p>What skills are required for each question in Section A of the paper?</p> <p>What is the difference between inference and analysis?</p> <p>How do writers use language and structure to achieve effects?</p> <p>How is language used to construct meaning?</p>	<p>What is the meaning constructed in the poem?</p> <p>How do poets use language to shape their poetry and reader response?</p> <p>How does one poem compare to another?</p> <p>How does the structure of a poem affect its meaning?</p>	<p>How is language used in nonfiction texts to present a point of view?</p> <p>How do writers adapt language, structure and form to match purpose and audience?</p> <p>How do writers use implicit information to convey meaning?</p>

	<p>How does Priestly use dramatic irony to make the character Mr Birling untrustworthy and unlikeable?</p> <p>What is the effectiveness of the anonymity of Eva Smith's name?</p> <p>What is the significance of the play being set prior to both World Wars?</p>		<p>What is the significance of the relationships between adults and young people?</p>	<p>How are texts structured for purpose?</p> <p>How can I use my knowledge of language, structure and form to construct my own creative writing?</p>		
<b>Assessment</b>	Essays based on past exam questions.	Essays based on past exam questions.	Essays based on past exam questions.	One assessment on section A reading skills and one assessment on section B writing skills	Essays based on past exam questions.	One assessment on section A reading skills and one assessment on section B writing skills
<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	Students will develop their literacy and oracy skills through the reading of the texts and reading and writing their own pieces.	Students will develop their literacy and oracy skills through the reading of the texts and reading and writing their own pieces.	Students will develop their literacy and oracy skills through the reading of the texts and reading and writing their own pieces.	Students will develop their literacy and oracy skills through the reading of the texts and reading and writing their own pieces.	Students will develop their literacy and oracy skills through the reading of the texts and reading and writing their own pieces.	Students will develop their literacy and oracy skills through the reading of the texts and reading and writing their own pieces.
<b>Cross Curricular Opportunities</b>	<p>Drama – conventions of a play, staging etc</p> <p>RE – The 7 deadly sins</p>	History – study of conflicts and effects	<p>History – exploration of Elizabethan era</p> <p>RE – Catholicism knowledge</p> <p>Drama – conventions of a tragedy</p>		History – study of conflicts and effects	

<b>Super Curriculum</b>	<p>Watch a variety of productions – amateur and professional – of set texts: An Inspector Calls.</p> <p>Watch the film ‘Suffragette’ to support your contextual awareness.</p> <p>Watch any series set in the Edwardian era.</p>	<p>Find a song lyric you like and use it as a title for a piece of writing.</p>	<p>Research Catholicism and the Renaissance on the British Library website.</p> <p>Find a film version of another Shakespeare play and watch it.</p> <p>Write the story of Romeo and Juliet from another character’s point of view.</p>	<p>Take a photograph and use it as inspiration for a piece of descriptive writing.</p> <p>Watch a Mr Bruff video on YouTube based on how to approach Paper 1 to consolidate your understanding.</p>	<p>Find a song lyric you like and use it as a title for a piece of writing.</p>	<p>Read five comment or opinion pieces from a newspaper article and analyse the language used.</p> <p>Find a news story in a broadsheet, a tabloid and online. Compare them.</p> <p>Write an article arguing your point of view about a current news story.</p> <p>Watch a Louie Theroux documentary. Respond to it with a piece of writing.</p>
<b>Careers</b>	<p>HT 1 – Roles in drama HT 2 -</p>		<p>HT1 - HT2 -</p>		<p>HT1 - HT2 - Journalistic skills</p>	
<b>Equality and Diversity</b> Gender Disability Religion Race Sexuality	<p>An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p> <p>An understanding of the importance of identifying and combatting discrimination</p>	<p>Checking out me History – race My Last Duchess – Gender roles and control</p>	<p>Roles of women and how society has evolved to be more equal.</p> <p>Religion – Catholicism and the impact on society linked to decision we make.</p>	<p>Dependant on extracts chosen.</p>	<p>Checking out me History – race My Last Duchess – Gender roles and control</p>	<p>Evolution of society across two time periods which may hit these themes.</p>

<b>Local Community Links</b>						
<b>British Values</b> Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	Politics and world views e.g. socialism, capitalism, philosophy Individual Liberty An understanding of how individual decision making influences others  An understanding that responsibility and respect is essential in society	Mutual Respect and Tolerance of others	Rule of Law Individual Liberty	Dependant on extracts chosen.	Mutual Respect and Tolerance of others	Individual Liberty