

## Roundwood Park School Curriculum Map – English Year 10

RPS English students will have creative and enquiring minds. They will have the ability to communicate respectfully with kindness and empathy,

gaining knowledge and taking inspiration from insights into literature and the wider world.

| Year Group 10                              | Autumn Term 1   | Autumn Term 2  | Spring Term 1  | Spring Term 2  | Summer Term 1  | Summer Term 2  |
|--|---|--|--|--|--|--|
| Unit of Work                               | Macbeth   | Language Paper 2   | 19th Century Novel   | 19th Century Novel<br>Continued  | Anthology Poetry   | Anthology Poetry<br>Continued  |
| Key Knowledge<br>or<br>Enquiry<br>Question | How can students respond<br>articulately and accurately to<br>Shakespeare's tragedy taking<br>into consideration the<br>impact of context?  | How can students compare<br>the methods used across<br>two texts from different eras<br>and then express their own<br>ideas in a sophisticated way?  | How can students respond<br>articulately and accurately to<br>a complex novel taking into<br>consideration the impact of<br>context?   | How can students use their<br>knowledge and analysis skills<br>to write detailed, but concise<br>essays? | How can students explore a<br>theme across a range of<br>texts and analyse the<br>methods used to create<br>meaning?   | How can students recall<br>information to plan and<br>write essays, evaluating their<br>choice of evidence?                                  |
| Concepts                                   | Students will develop<br>comprehension of plot,<br>characterisation and linguistic<br>devices used to create meaning.<br>Students will explore and<br>analyse dramatic and theatrical<br>devices used to influence the<br>reader, alongside structure.<br>Students will make links with<br>historical, religious, social and<br>political context, as well as<br>considering tragedy as a genre.<br>Students will develop their<br>academic writing and learn how<br>to write detailed essays under<br>timed conditions.<br>Students will build resilience by<br>recalling quotations and being<br>able to remember key plot<br>points. | Students explore a range of<br>text pairings from different<br>eras and compare the ways<br>in which writers convey their<br>viewpoints and perspectives.<br>Students are learning to<br>concisely summarise and<br>infer; evaluate evidence<br>choices and analyse the use<br>of linguistic devices.<br>Students will then utilise<br>these skills in developing and<br>organising their own writing<br>for impact.<br>Students learn how to plan<br>and proofread/edit at speed. | A mirror of Shakespeare<br>study, students use the skills<br>they have learnt when<br>analysing Shakespeare and<br>apply them to a 19th<br>Century text.<br>This allows students the<br>opportunity to refine their<br>skills, practise them again<br>and learn about classic<br>English literature. | To allow mastery, this unit<br>continues over two half<br>terms.   | After their mock exams<br>Students will analyse and<br>explore the 15 poems in the<br>Power and Conflict Cluster of<br>the AQA Anthology.<br>Students form links between<br>the poems, comparing the<br>ways (poetic devices,<br>structure and tone) in which<br>poets convey similar themes<br>but with a different impact<br>or message to the reader.<br>Students develop resilience<br>by learning and recalling key<br>quotations.<br>Students learn how to<br>effectively structure<br>comparative essays and<br>convey ideas about two texts<br>side by side. | To allow for mastery this<br>continues into summer two,<br>where they are able to refine<br>their exam skills and<br>knowledge of the poems. |
| Key Vocabulary                             | Expository, descriptive, narrative, persuasive, metaphor, simile, adverb, adjective, personification, sensory language, alliteration, point of view, perspective, effect, soliloquy, aside, iambic pentameter, context, utopia, dystopia, narrative voice, rhetorical questions, collective pronouns, statistics, emotive language, tricolon, anecdote.   |  |  |  |  |  |
| ASPIRE Habits                              | Resourceful Learners –<br>Think creatively  | Resourceful Learners –<br>Make links   | Reflective/Resilient<br>Learners   | Reflective/Resilient<br>Learners   | Resilient Learners   | Responsible/Resilient<br>Learners  |
| Reading<br>Opportunities                   | Agatha Christie "By the<br>Pricking of my Thumbs"   | Newspaper Opinion<br>Pieces from a wide range<br>of publications.  | "Great Expectations" or<br>any other novel by<br>Dickens.  | "Great Expectations" or<br>any other novel by<br>Dickens.  | "The Marriage Portrait"<br>Maggie O'Farrell  | Other poems by the poets in the Anthology.   |