

Roundwood Park School Curriculum Map – English Year 10

Students in English will be confident when communicating their voice: their expressive voice in creative writing; their academic and critical voice in response to their wide and diverse reading; their spoken voice when communicating with others.

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 Continued	Anthology Poetry	Anthology Poetry Continued
Key Knowledge or Enquiry Question	How can students respond articulately and accurately to Shakespeare’s tragedy taking into consideration the impact of context?	How can students compare the methods used across two texts from different eras and then express their own ideas in a sophisticated way?	How can students respond articulately and accurately to a complex novel taking into consideration the impact of context?	How can students use their knowledge and analysis skills to write detailed, but concise essays?	How can students explore a theme across a range of texts and analyse the methods used to create meaning?	How can students recall information to plan and write essays, evaluating their choice of evidence?
Concepts	<p>Students will develop their academic voice as they master essay writing, learning how to write detailed essays under timed conditions.</p> <p>Students will develop comprehension of plot, characterisation and linguistic devices used to create meaning.</p> <p>Students will explore and analyse dramatic and theatrical devices used to influence the reader, alongside structure.</p> <p>Students will make links with historical, religious, social and political context, as well as considering tragedy as a genre.</p> <p>Students will build resilience by recalling quotations and being able to remember key plot points.</p>	<p>Students explore a range of text pairings from different eras and compare the ways in which writers convey their viewpoints and perspectives.</p> <p>Students learn how to analyse comparatively, maintaining their academic voice.</p> <p>Students are learning to concisely summarise and infer; evaluate evidence choices and analyse the use of linguistic devices.</p> <p>Students will then utilise these skills in developing and organising their own writing for impact, ensuring their written voice is mature and convincing as they convey their ideas.</p> <p>Students learn how to plan and proofread/edit effectively at speed.</p>	<p>Students will develop their academic voice as they master essay writing, learning how to write detailed essays under timed conditions.</p> <p>Students will develop comprehension of plot, characterisation and linguistic devices used to create meaning.</p> <p>Students will explore and analyse prose methods and Gothic features used to influence the reader, alongside structure.</p> <p>Students will make links with biographical, historical, social and political context and use this to illuminate their interpretations.</p> <p>Students will build resilience by recalling quotations and being able to remember key plot points.</p>	<p>To allow mastery, this unit continues over two half terms.</p> <p>Full revision of both Literature texts and the Language Paper will be undertaken in order to prepare students for the internal exams.</p>	<p>After their mock exams, students will analyse and explore the fifteen poems in the Power and Conflict Cluster of the AQA Anthology.</p> <p>Students form links between the poems, comparing the ways (poetic devices, structure and tone) in which poets convey similar themes but with a different impact or message to the reader.</p> <p>Students develop resilience by learning and recalling key quotations.</p> <p>Students learn how to effectively structure comparative essays, with academic rigour and focus, exploring interpretations of two texts side by side.</p> <p>To allow for mastery this continues into summer two, where they are able to refine their exam skills and knowledge of the poems.</p>	
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 – Think creatively	Resourceful Learners – Make links	Reflective/Resilient Learners	Reflective/Resilient Learners	Resilient Learners	Responsible/Resilient Learners
Reading Opportunities	Agatha Christie “By the Pricking of my Thumbs”	Newspaper Opinion Pieces from a wide range of publications.	“Great Expectations” or any other novel by Dickens.	“Great Expectations” or any other novel by Dickens.	“The Marriage Portrait” Maggie O’Farrell	Other poems by the poets in the Anthology.