

YEAR 10 CURRICULUM MAP: ENGLISH								EOY Assessment Point	
							HT6: Spoken Language Exam and paper 2 writing.	HT1 – HT6 KSU HT5-	
							HT5: Paper 1 Language and revision for Paper 1 Literature.	Full Paper 1 Language skills for Reading and Writing.	
							HT4:Shakespeare: Macbeth	Assessment Point: Summative or AFL	Full paper 2 Literature assessment.
							HT3: Power and Conflict Poetry	Overarching unit intent (KSU):	HT6- Spoken Language examination.
		HT2: Pre 19 <sup>th</sup> Century text: A Christmas Carol	Assessment Point: Summative or AFL	Overarching unit intent (KSU):  Study of all the anthology looking at poetry over time on the theme of “Power and Conflict” as well as study of a range of unseen poems.  Reading: COMP/LAN/SAN/LC/INT EFF  WRITING  Speaking and Listening EO/QO	Study of complete text with a focus on knowledge and understanding of plot and characters, with analysis of a range of dramatic devices, looking at effect on audience and links to context and links within the texts.	MID HT3:. AFL two thirds test-formative AFL to test progress so far and focus teaching on weakest areas  End of HT3: Timed poetry comparison question, exam conditions, using AQA Literature mark scheme.	Students prepare for Spoken Language assessment at the same time as developing skills for non fiction opinion writing., to be carried on in HT1 Year 11.		
HT1: An Inspector Calls	Overarching unit intent (KSU):  Complete study of “An Inspector calls” Study of complete text with a focus on knowledge and understanding of plot and characters, with analysis of a range of writer’s methods looking at effect on the reader and links to context and links within the texts.  Reading LAN/SAN/LC/INT/ EFF  Writing: PA/V/D  Speaking and Listening: GI	HT1 & HT2  MID HT1: AFL two thirds test- formative AFL to test progress so far and focus teaching on weakest areas.  End of HT1: Timed Macbeth question, exam conditions, using AQA Literature mark scheme.  Mid HT2 AFL two thirds test-formative AFL to test progress so far and focus teaching on weakest areas.  End HT2: Timed “A Christmas Carol” question, exam conditions, using AQA Literature mark scheme.	Reading: LAN/SAN/ LC/ INT/EFF  Writing: PA/V/D  Speaking and Listening: GI		HT3 & HT4 (with elements of HT1 & HT2)  MID HT3:. AFL two thirds test-formative AFL to test progress so far and focus teaching on weakest areas  End of HT3: Timed poetry comparison question, exam conditions, using AQA Literature mark scheme.  MID HT4:  AFL two thirds test-formative AFL to test progress so far and focus teaching on weakest areas.  END HT4  Timed “Macbeth” question, exam conditions, using AQA Literature mark scheme.	Students will cover a range of different questions developing skills in simple retrieval, language and structural analysis and evaluation.  They will also revise creative writing- using the extracts and prior study of a range of literature texts as a stimulus for their own short narratives.  This will lead to a full Paper 1 Language examination and a full Paper 2 Literature examination.  Reading:RET/LAN/SAN/E VAL/EFFLC/INT  Writing: PUNC/SS/PAR/PA/V/G/D  Speaking and Listening: EO/GI/QO			
Overarching unit intent (KSU):  Complete study of “An Inspector calls” Study of complete text with a focus on knowledge and understanding of plot and characters, with analysis of a range of writer’s methods looking at effect on the reader and links to context and links within the texts.							Study of complete text with a focus on knowledge and understanding of plot and characters, with analysis of a range of writer’s methods looking at effect on the reader and links to context and links within the texts.  Reading LAN/SAN/LC/INT/ EFF  Writing: V/ D/PA  Speaking and Listening: GI	HT1 core KSU re-visit  Which KSU will be revisited?  Reading: LAN/SAN/LC/INT/ EFF  Writing: PA/V/D  Speaking and Listening GI	Overarching unit intent (KSU):  Study of a range of narrative extracts with explicit teaching of skills needed for section A and section B of Paper 1 language.  Students to read a range of opinion pieces, identifying viewpoint and how the writers express their opinions.  They will take part in a range of discussions and debates in preparation for their individual presentations on a topic of their choice.

Reading	Writing	Speaking and Listening
<p>RET= Retrieval</p> <p>SUM= Summarise</p> <p>COMP= Compare Perspectives</p> <p>EVAL= Evaluation</p> <p>LAN= Language Analysis</p> <p>SAN= Structural Analysis</p> <p>LC= Linking to context</p> <p>INT= Intentions of the writer</p> <p>EFF= Effect on the reader</p>	<p>PUNC= Punctuation</p> <p>SS= Sentence Structure</p> <p>PAR= Paragraphing</p> <p>PA= Purpose and Audience</p> <p>V= Vocab</p> <p>G= Grammar</p> <p>D= Devices</p>	<p>EO= Explaining Opinion</p> <p>GI=Generating Ideas</p> <p>QO=Questioning Others</p>