

St Thomas More Language College
The English Department

Year 10 curriculum map (for certification in 2017)

4 x lessons per week: 3 x content

1 x literacy/developing cohesion/independent extended writing

Rationale

A two-year course providing opportunities for students to develop their understanding of a wide range of text and types, broaden their reading habits and mature as users of spoken and written language. A rich learning experience will **promote exploration, independent responses to a variety of viewpoints and perspectives whilst encouraging students to be creative in their approaches to reading and precise, accurate and ambitious when writing.**

Assessment Objectives

English Language:

Students should be encouraged to **read fluently and write effectively**. They should be able to demonstrate **a confident control of Standard English** and to **write grammatically correct sentences, deploy figurative language and analyse texts**. Please see pp.12-14 of AQA English Language specification for a more detailed consideration of these requirements.

A note about S&L (now termed 'Spoken Language'):

In conjunction with the above, our course must also enable students to:

'listen to and understand spoken language and use spoken Standard English effectively'
(AQA English Language specification, p.12).

The Spoken Language endorsement will be reported on as part of the qualification but it will not form part of the final mark and grade. Therefore, we must ensure we are providing **regular opportunities within lessons for students to demonstrate their spoken language skills** – articulating ideas and responses, participating in discussions and presentations etc - whilst keeping **stringent records of their progress**. **These records will be called for by AQA.**

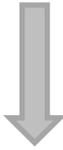
English Literature:

Students should be encouraged to develop their **knowledge and skills in reading, writing and critical thinking**. Through literature, students have a chance to **develop culturally and acquire knowledge of the best that has been thought and written**. They should also be encouraged to **read widely for pleasure** and as a preparation for studying literature at a higher level. Please see pp.12-13 of AQA English Literature specification for a more detailed consideration of these requirements.

Year 10

When	Content	Assessment Outcomes
<p>Year 10 Autumn ½ term 1</p>	<p>AIM 1: Transition to GCSE, establishing expectations, formative assessment and target setting, introduction to key skills.</p> <p>AIM 2: To enrich students' creative writing through reading a wide variety of non-fiction and literary non-fiction texts.</p> <p>AIM 3: To develop students' ability to write independently applying the principles of planning, drafting and revising their work.</p> <p><u>Formative assessment – Reading and Writing</u></p> <p><u>English Language Paper 2</u> <u>Section A (Reading)</u> <i>Writer's viewpoints + perspectives (A01, A02, A03, A04)</i></p> <p>Reading and responding to a variety of non-fiction and literary non-fiction texts. Thematic links to Shakespeare study eg: prejudice, ambition, power, growing up, love, marriage, relationships.</p> <p><u>English Language Paper 1</u> <u>Section B (Writing)</u> <i>Descriptive narrative writing (A05, A06)</i></p> <p>Finding a voice: planning and purpose, genre conventions and features to achieve effects. Text and sentence structures. Variety of techniques to create characters. Use of dialogue. Creating atmosphere. Describing people and places.</p>	<p><u>English Language Paper 2, Section A (Reading)</u></p> <p>A01: Identify and explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>A02: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>A03: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>A04: Evaluate texts critically and support this with appropriate textual references.</p> <p><u>English Language Paper 1, Section B (Writing)</u></p> <p>A05: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>A06: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
	<p>Half Term</p>	
<p>Year 10 Autumn ½ term 2</p>	<p>AIM: To explore and study a key Shakespeare text.</p> <p><u>English Literature Paper 1</u> <u>Section A (Shakespeare)</u> <i>(A01 , AO2, A03, AO4)</i></p> <p>AQA prescribed list:</p> <ul style="list-style-type: none"> • The Merchant of Venice • Romeo and Juliet • The Tempest • Much Ado About Nothing • <i>Macbeth</i> • <i>Julius Caesar</i> <p>Focus on understanding plot and dramatic structure, the presentation of characters, themes and the context in which it was written.</p>	<p><u>English Literature Paper 1, Section A (Reading/Analysis/Link/SPaG)</u></p> <p>A01: Read, understand and respond to texts</p> <p>A02: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>A03: Show understanding between texts and the contexts in which they were written.</p> <p>A04: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>

	Christmas	
Year 10 Spring ½ term 1	<p>AIM 1: To develop students' understanding of, and responses to, poetry.</p> <p>AIM 2: To develop a critical style and the ability to compare poems.</p> <p>English Literature Paper 2 Section B (Poetry Anthology) (A01, A02, A03)</p> <p>Poetry cluster - part 1 In this unit cover half of the set poems from the chosen cluster in the AQA Anthology.</p> <p>Approach poems as UNSEEN texts. Maintain a comparative approach both between poems from the selection and additional poems of the teacher's choice.</p> <p>Analyse language, form and structure using appropriate terminology.</p> <p>Remember how powerful the process of writing poetry can be on the ability to read and appreciate poetry.</p>	<p>English Literature Paper 2, Section B (Reading/Analysis/Compare)</p> <p>A01: Read, understand and respond to texts.</p> <p>A02: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>A03: Show understanding between texts and the contexts in which they were written.</p>
	Half Term	
Year 10 Spring ½ term 2	<p>AIM: To read and analyse the 19th century novel.</p> <p>English Literature Paper 1 Section B (19th century novel) (A01, A02, A03)</p> <p><u>AQA prescribed list:</u></p> <ul style="list-style-type: none"> • A Christmas Carol • Frankenstein • Jane Eyre • Dr Jekyll and Mr Hyde • Pride and Prejudice • The Sign of Four • Great Expectations <p>Study the set 19th century novel with a focus on understanding plot and structure; the presentation of characters; themes and the context in which it was written.</p> <p>Take the opportunity to ask students to engage in writing tasks that emulate and the writer's authorial style and motive so that they are better equipped to be able to appreciate the way the novel is put together.</p>	<p>English Literature Paper 1, Section B (Reading/Analysis)</p> <p>A01: Read, understand and respond to texts.</p> <p>A02: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>A03: Show understanding between texts and the contexts in which they were written.</p>

	Easter	
<p>Year 10 Summer ½ term 1</p>	<p>AIM 1: To develop students' ability to write a range of non-fiction pieces and to build confidence and independence when approaching writing tasks.</p> <p>AIM 2: To develop students' precision and accuracy when writing through an explicit focus on SPaG and writing in the right style.</p> <p>AIM 3: To encourage students' ability to take risks when writing and to experiment with structure, tone and content.</p> <p>English Language Paper 2 Section B (Writing) Writing to present a viewpoint (A05, A06)</p> <p>Audience, purpose, genre for non-fiction writing. Provide multiple models to allow students to revisit the key learning from Term 1 on reading non-fiction texts.</p> <p>Presentation, discussion and debate of viewpoints and perspectives.</p>	<p>English Language Paper 2, Section B (Creative Writing)</p> <p>A05: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>A06: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
	<p>Half Term</p>	
<p>Year 10 Summer ½ term 2</p>	<p>AIM 1: To revise and prepare for the mock examinations.</p> <p>Mock examinations</p> <p>English Language Paper 2 (A01, A02, A03, A04)</p> <ul style="list-style-type: none"> Section A – Writers' viewpoints + perspectives Section B – Presenting a viewpoint <p>English Literature Paper 1 (A01, A02, A03, A04)</p> <ul style="list-style-type: none"> Section A – Shakespeare Section B – 19th century novel 	<p>Mock examinations assessment objectives</p> <p>English Language – Paper 2 Section A (Reading):</p> <p>A01: Identify and explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>A02: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>A03: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>A04: Evaluate texts critically and support this with appropriate textual references.</p> <p>Section B (Writing):</p> <p>A05: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>A06: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>English Literature – Paper 1 Section A (Reading/Analysis /SPaG)</p>

AIM 2: To introduce the Literature modern text OR drama text, to be read/researched over the summer.

English Literature Paper 2
Section A (Modern Texts)
(A01, A02, A03)

Modern prose AQA prescribed list:

- Never Let Me Go
- Anita and Me
- Pigeon English
- ***Lord of the Flies***
- ***Animal Farm***

Modern drama AQA prescribed list:

- The History Boys
- The Curious Incident of the Dog...
- History Boys
- A Taste of Honey
- ***An Inspector Calls***
- ***Blood Brothers***

A01: Read, understand and respond to texts

A02: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

A03: Show understanding between texts and the contexts in which they were written.

A04: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Section B (Reading/Analysis)

A01: Read, understand and respond to texts.

A02: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

A03: Show understanding between texts and the contexts in which they were written.

Year 11

When	Content	Assessment Outcomes
<p>Year 11 Autumn ½ term 1</p>	<p>AIM 1: To develop students’ understanding of and ability to respond to the modern text with confidence and to encourage a critical style of writing.</p> <p>English Literature Paper 2 Section A (Modern Texts) (A01, A02, A03, A04)</p> <p>Begin with a review of the summer reading/learning.</p> <p>AIM 2: To develop students’ understanding of, and responses to poetry. To develop a critical style and the ability to compare poems.</p> <p>English Literature Paper 2 Section B (Poetry Anthology) (A01, A02, A03)</p> <p>Poetry cluster - part 2 In this unit cover the remaining set poems from the chosen group in the AQA Anthology.</p> <p>Approach the poems as unseen texts and start with consideration of the responses they elicit from students.</p> <p>Maintain a comparative approach both between poems from the selection and additional poems of the teacher’s choice.</p> <p>Analyse language, form and structure using appropriate terminology.</p>	<p>English Literature Paper 2, Section A (Reading/Analysis/SPaG)</p> <p>A01: Read, understand and respond to texts</p> <p>A02: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>A03: Show understanding between texts and the contexts in which they were written.</p> <p>A04: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>English Literature Paper 2, Section B (Reading/Analysis/Compare)</p> <p>A01: Read, understand and respond to texts.</p> <p>A02: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>A03: Show understanding between texts and the contexts in which they were written.</p>
	<p>Half term</p>	
<p>Year 11 Autumn ½ term 2</p>	<p>AIM: To understand the format and timing of the terminal examinations whilst continuing to develop students’ ability to tackle unseen literary texts.</p> <p>English Language Paper 1 Section A (Reading) Explorations in Creative Reading (A01, A02, A03, A04)</p> <p>Read and respond to a selection of short passages from 20th and 21st century prose literature. Ensure the focus is on understanding the writer’s craft: language, structures, presentation of character and atmosphere.</p> <p>Practice and revision of the reading and the writing components of the examination.</p>	<p>English Language Paper 1 and 2, Section A (Reading)</p> <p>A01: Identify and explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>A02: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>A03: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>A04: Evaluate texts critically and support this</p>

	<p>For reading, ensure that students understand the format and marks allocation of each question.</p> <p>Note particularly the new focus on structure at both sentence and text level.</p> <p><u>ENSURE TO COVER THE FORMAT AND REQUIREMENTS OF THE FOLLOWING EXAMS:</u></p> <ul style="list-style-type: none"> • English Language Paper 1 (both sections) • English Language Paper 2 (both sections). 	<p>with appropriate textual references.</p> <p>English Language Paper 1 and 2, Section B (Writing)</p> <p>A05: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>A06: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
	Christmas	
Year 11 Spring ½ term 1	<p>AIM: To consolidate and practice writing for a variety of audiences and purposes.</p> <p>English Language Paper 1 and Paper 2 Section B (Writing)</p> <p>Paper 1: Descriptive narrative writing Paper 2: Presenting a viewpoint/perspective (A05, A06)</p> <p>Teaching focus will be determined by the needs of the students as identified by previous assessments. Use material for English Language Paper 1, Section A as a platform for students' creative writing.</p>	<p>English Language Paper 1 and 2, Section B (Writing)</p> <p>A05: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>A06: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
	Half term	
Spring ½ term 2	<p>AIM: Revision of texts for English Literature, Paper 1</p> <p>English Literature Paper 1 (A01, A02, A03, A04)</p> <ul style="list-style-type: none"> • Section A – Shakespeare • Section B – 19th century novel <p>Revisit Shakespeare play and 19th century novel.</p> <p>Develop students' ability to use textual reference; analyse form and structure and use appropriate terminology as indicated in the A0s.</p> <p>Teach the principles of structuring an answer to meet the AOs.</p>	<p>English Literature – Paper 1 Section A (Reading/Analysis /SPaG)</p> <p>A01: Read, understand and respond to texts A02: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. A03: Show understanding between texts and the contexts in which they were written. A04: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Section B (Reading/Analysis)</p> <p>A01: Read, understand and respond to texts. A02: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. A03: Show understanding between texts and the contexts in which they were written.</p>
	Easter	

Year 11 Summer ½ term 1	AIM : Preparation for final examinations Teachers will determine the learning focus according to the needs of particular group. Exams begin.	
	Half term	
Year 11 Summer ½ term 2	Exams continue.	

