



## Curriculum Map

Subject: English

Year Group: 10

*The changing face of the family – drama and poetry across contexts*

NOTE: Where classes are split, half terms may run concurrently within a term. For example, one teacher will teach Literature units, another Language.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b>	<b>An Inspector Calls</b>	<b>Language Paper One</b>	<b>Poetry Anthology &amp; Unseen</b>	<b>Language Paper One</b>	<b>Speaking and Listening</b>	<b>The Gothic</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Analysing drama texts</li> <li>Judicious selection/embedding of quotes</li> <li>Using the academic voice</li> <li>Drawing inferences across a longer text</li> <li>Commenting on impact of context on understanding</li> <li>Analysing patterns across longer texts</li> <li>Writing a clear thesis</li> <li>Sustaining a line of argument</li> </ul>	<ul style="list-style-type: none"> <li>Analysis skills</li> <li>Evaluation of a statement, responding to an argument</li> <li>Creating vivid setting</li> <li>Creating authentic narrative voice</li> <li>Paragraphing for deliberate effect</li> <li>Writing using accurate SPaG – improving range of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences from poetry</li> <li>Explaining tone and understanding mood</li> <li>Judicious selection/embedding quotes</li> <li>Comparison of how poems present ideas</li> <li>Commenting on impact of context on understanding</li> <li>Analysing form</li> <li>Writing a thesis</li> <li>Sustaining a line of argument</li> </ul>	<ul style="list-style-type: none"> <li>Analysis skills</li> <li>Evaluation of a statement, responding to an argument</li> <li>Creating vivid setting</li> <li>Creating authentic narrative voice</li> <li>Paragraphing for deliberate effect</li> <li>Writing using accurate SPaG – improving range of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>The art of rhetoric – going beyond AFOREST</li> <li>Using structure as a tool of rhetoric</li> <li>Creating and developing an argument</li> <li>Writing using accurate SPaG – improving range of sentences.</li> <li>Creating a convincing tone and register.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences from gothic extracts</li> <li>Judicious selection/embedding quotes</li> <li>Evaluating authorial attitudes and opinions</li> <li>Analysing patterns across shorter extracts</li> <li>Writing a clear thesis</li> <li>How/What/Why – moving beyond PEEZWI</li> <li>Sustaining a line of argument</li> </ul>
<b>Key questions</b>	How does Priestley use the play in order to comment on the following: economic inequalities, social stereotypes, gender stereotypes, gender inequalities, the arrogance of the rich and powerful, inequalities within the justice system, and the nature of morality	How do writers use language and structure to communicate tone, mood, characterisation and plot?	What do writers have to say about the nature of love and relationships? How does poetry allow for the examination of complex emotions? How does poets use language, form and structure in order to convey ideas?	How do writers use language and structure to communicate tone, mood, characterisation and plot?	How can writers use rhetoric to persuade an audience? What do students have to say about the nature of contemporary life?	What is the gothic as a literary genre? How does it work? What do society need tragedy? Why does tragedy need isolation?
<b>Assessment</b>	<p><b>Formative:</b> How is a character/ theme presented in the play?</p> <p><b>Summative:</b> How is a character/ theme presented in the play?</p>	<p><b>Formative:</b> Section A</p> <p><b>Summative:</b> Whole Paper</p>	<p><b>Formative:</b> Compare how poets present ideas of ___ in two poems</p> <p><b>Summative:</b> Lit Paper 2</p>	<p><b>Formative:</b> Section A</p> <p><b>Summative:</b> Whole Paper</p>	<p><b>Formative:</b> Written drafts</p> <p><b>Summative:</b> Performance</p>	<p><b>Formative:</b> A students has said ___ about an extract. How far do you agree?</p> <p><b>Summative:</b> GCSE Style language question as above.</p>
<b>Literacy/ Numeracy/ SMSC/ Character</b>	<p><b>Concepts:</b> Social hierarchy in Edwardian England, Role of Women, Women's Suffrage, Socialism, Post-War Britain, Consequentialist morality, Deontological morality.</p> <p><b>Key Subject vocab:</b> Morality play, archetypes, exposition, rising action,</p>	<p><b>Concepts:</b> Creating tone with language and structure. Characterisation and setting. How order and structure of events can affect meaning.</p> <p><b>Key Subject vocab:</b> Metaphor, Simile, Symbolism, Extended</p>	<p>Concepts: Familial and cultural relationships. The nuclear family. Different concepts of love.</p> <p>Key Subject vocab: structure, form, stanza, meter, metaphor, caesura, enjambment, octave, sestet, volta, tone and tonal shift, iambic pentameter, juxtaposition, connotation, metaphors, similes, alliteration,</p>	<p><b>Concepts:</b> Creating tone with language and structure. Characterisation and setting. How order and structure of events can affect meaning.</p> <p><b>Key Subject vocab:</b> Metaphor, Simile, Symbolism, Extended Metaphor, Allusion, Verbs, Tone, Mood, Plot, Characterisation, Setting, Tonal Shift, Repetition,</p>	<p><b>Concepts:</b> Ethos, Pathos, Logos, patriotism, change, agency, persecution, opportunity, discourse, oratory</p> <p><b>Key Subject Vocab:</b> Analytical verbs – accentuate, highlight, celebrate, ridicule, lampoon, critique; Tone –</p>	<p><b>Concepts:</b> the uncanny, the other, doubling, the labyrinth, journeys from out to in, transgression and punishment, titillation, <u>The sublime</u>, Gothic archetypes</p> <p><b>Key Subject vocab:</b> connotation, the other, archetype, villain, Byronic protagonist, Promethean protagonist, Satanic Hero, female dichotomy, femme fatale,</p>

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	<p>climax, falling action, denouement, props, characters as symbols, dramatic irony, allusion, semantic field, motif, stage directions, monologue, cliff hanger.</p> <p><b>Key General Vocab:</b> socialism, capitalism, didactic, social critique, generational schism, gender roles, patriarchy, equality, conservatism, privilege, prejudice, omniscience, omnipotence, consequentialist morality, deontological morality.</p> <p><b>Cultural capital:</b> Insight into post-war Britain, social structures in 21<sup>st</sup> society. Women's suffrage and the growth of equality.</p>	<p>Metaphor, Allusion, Verbs, Tone, Mood, Plot, Characterisation, Setting, Tonal Shift, Repetition, foreshadowing, subject shift, shift in the centre of consciousness, time/location shift, turning point, cliff hanger, circular narrative, broken narrative, flashback, linear narrative, plot twist.</p> <p><b>Key General Vocab:</b> Analysis, Evaluate, Assess, Weigh, Balance, Construct, Development, Structure, Authentic, Criticise, elucidates, unveils, reveals, highlights, depicts.</p> <p><b>Cultural capital:</b> Engagement with a range of literature from a range of contexts. Broadening the scope of reading, taking into account writers from different backgrounds.</p>	<p>assonance, consonance, caesura, enjambment, rhyme scheme, rhyming couplets, alternative rhyme, extended metaphor, pathetic fallacy, speaker, lyric poem, dramatic monologue.</p> <p>Key General Vocab: Analysis, comparison, synthesis, contrasting, supporting, context, division, family unit, convention, archetype, transgression, context, Romanticism, Misogyny, Nostalgia, Role Model, Cultural Integration, Social expectations, Gender stereotypes, Gender roles, Suffrage.</p> <p>Cultural capital: Understanding of poets engage with domestic concepts of love and the key questions of relationships. Understanding a range of contexts from the modern era.</p>	<p>foreshadowing, subject shift, shift in the centre of consciousness, time/location shift, turning point, cliff hanger, circular narrative, broken narrative, flashback, linear narrative, plot twist.</p> <p><b>Key General Vocab:</b> Analysis, Evaluate, Assess, Weigh, Balance, Construct, Development, Structure, Authentic, Criticise, elucidates, unveils, reveals, highlights, depicts.</p> <p><b>Cultural capital:</b> Engagement with a range of literature from a range of contexts. Broadening the scope of reading, taking into account writers from different backgrounds.</p>	<p>celebratory, sincere, earnest, tongue-in-cheek</p> <p><b>Key General Vocab</b> Oratory, marginalisation, authority, agency, context, repression, engagement, empowerment</p> <p><b>Cultural Capital:</b> Engagement with contemporary issues. Empowerment to speak</p>	<p><b>Key General Vocab:</b> vicarious, numinous, transgressive, virtuous, vice, base desires, suppression,</p> <p><b>Cultural capital:</b> The gothic, Shelley, Stoker, Prometheus, Byron,</p>