

# Subject - Curriculum Map

| Year    | Term     | Topic Overview   | Focus   | Assessment   |
|---------|----------|--|---|--|
| Year 10 | Autumn 1 | <b>Language paper 2</b><br>(7 Weeks)   | <p>Students will examine writers' contrasting viewpoints in non-fiction texts. They will develop their inference skills and understanding of a range of non-fiction text types. They will be able to identify the writer's attitude and tone using relevant quotations to support their views and begin to employ a critical voice when justifying their ideas.</p> <p>Students will develop their transactional writing skills, incorporating a range of persuasive techniques to engage their target reader. They will use their knowledge of the Aristotelian triad to structure their ideas in creative and inventive ways.</p> | <p><i>Language paper 2: question 4 (16 marks)</i></p> <p><i>Writers' attitudes and viewpoints.</i></p>   |
|         | Autumn 2 | <b>Literature paper 1</b><br>'A Christmas Carol'<br>Week 6 mock<br>(7 Weeks) | Students will begin their introduction to the 19 <sup>th</sup> century novel 'A Christmas Carol' through a contextual, linguistic and thematic approach as continued preparation for their Literature GCSE. They will focus on links between context, text and task, and incorporate Dickens' views of Victorian society. They will develop their analysis of character, plot and structural detail throughout the novel. Students will complete exam style questions, developing their ability to respond critically, to make judgements and to justify their ideas.   | <p><i>Class mock: Extract based question focusing on either a theme or character presented in 'A Christmas Carol'.</i></p> <p><i>Compare this with ideas presented throughout the extract and the text. (30 marks)</i></p> <p><i>Feedback using recalled exam board script</i></p> |
|         | Spring 1 | <b>Language paper 1</b><br>(6 Weeks)   | <p>Students will develop key skills such as inference, deduction and evaluation for the reading section of Language paper 1. They will identify and analyse a wide range of language techniques and critically evaluate the choices a writer makes.</p> <p>They will continue to develop their creative writing skills, using a picture as a stimulus to devise engaging responses with inventive structural features.</p>  | <p><i>Language paper 1: question 5</i></p> <p><i>(24 marks + 16 marks)</i></p> <p><i>Descriptive / Narrative writing using SCARS</i></p>   |
|         | Spring 2 | <b>Literature Paper 1</b><br>'Macbeth'<br>(6 Weeks)                          | Students will develop their knowledge of Shakespeare and the contextual links between Jacobean society and the play 'Macbeth'. They will revise elements of Greek tragedy and its links to the play. Focusing on language, character and plot development, students will build on their knowledge of the play from year 9 and answer extract-based questions.   | <p><i>Class mock: Extract based question focusing on either a theme or characters presented in 'Macbeth'. Compare this with ideas presented throughout the extract and the text. (30 marks + 4 SPAG)</i></p>   |

# Subject - Curriculum Map

|  |          |  |   |  |
|--|----------|--|---|--|
|  | Summer 1 | <p><b>Literature paper 2</b><br/>‘An Inspector Calls’ &amp; Power and conflict Poetry (5 Weeks)</p>  | <p><b>‘An Inspector Calls’-</b> Students will focus on links between context, text and task, focusing on Edwardian society and the concepts of socialism and capitalism. They will develop their analysis of character, plot and structural detail throughout the play. Students will complete exam style questions, developing their ability to respond critically, to make judgements and to justify their ideas.</p> <p><b>Poetry-</b> Students will develop their understanding of how to approach poetry, with an introduction to the theme of war and conflict. They will discuss and analyse poetic techniques and examine how and why poets explore themes within their works. Students will compare themes and ideas presented in a selection of poems surrounding the theme of war and conflict, drawing on similarities and differences in form, style and linguistic details. Students will respond to exam styles questions in preparation for their GCSE literature examinations.</p> | <p><i>Class mock: Students will be given 1 poem from the cluster of ‘Power and Conflict’. Compare and contrast themes and ideas presented in the poem and one other from the cluster. (30 marks)</i></p> |
|  | Summer 2 | <p><b>Language paper 1</b><br/>(Weeks 1-2)<br/><b>Language paper 2</b><br/>(Weeks 3-4)<br/><b>Literature paper 2</b><br/>unseen poetry<br/>(Weeks 5-7)</p> | <p>Students will continue to focus on and develop key skills such as identification, inference, deduction, and evaluation for the reading section of Language paper 1. They will continue to develop their creative writing skills, using a picture as a stimulus to devise engaging responses with inventive structural features.</p> <p>They will be able to identify the writer’s attitude and tone and analyse how language is used to convey these to the reader. They will make judicious use of quotations to support their views. Students will further develop their transactional writing skills, focusing on the use of persuasive techniques to engage the reader using ethos, pathos and logos.</p> <p>Students will continue to develop their understanding of how to approach poetry, with a focus on unseen poetry. They will discuss and analyse poetic techniques and structures and examine how and why poets explore themes within their works.</p>                             | <p><i>Full Language paper 1 mock examination- ‘Exploration in Creative Reading and Writing’ and full Language paper 2 ‘Writers’ Viewpoints and Perspectives’ mock examination. (160 marks)</i></p>       |

# Subject - Curriculum Map

|         |          |   |   |  |
|---------|----------|---|---|--|
| Year 11 | Autumn 1 | <p><b>Language paper 1 &amp; 2</b><br/>(3 Weeks)</p> <p><b>Literature Paper 1</b><br/>Christmas Carol<br/>(2 Weeks)</p> | <p><b>Language paper 1</b> - Students will revise key skills such as identification, inference, deduction and evaluation for the reading section of Language paper 1. They will continue to develop creative writing skills using a picture stimulus and employing a range of structural techniques and language features.</p> <p><b>Language paper 2</b> - Students will revise how writers present their contrasting attitudes and viewpoints in non-fiction writing, making judicious use of quotations to support their views. They will develop their transactional writing skills, focusing on the use of persuasive techniques to engage the reader.</p> <p><b>'A Christmas Carol'</b> - Students will refine their contextual, linguistic and thematic approach to the 19<sup>th</sup> century novel 'A Christmas Carol' as continued revision for their literature GCSE. They will focus on links between context, text and task, focusing on Victorian society, the Poor Law and philanthropy. They will develop their analysis of character, plot, and structural detail throughout the novel. Students will complete exam style questions, developing their ability to respond critically, to make judgements and to justify their ideas.</p> | <p><b>Week 6</b> - Language paper 1 and Language paper 2</p>   |
|         | Autumn 2 | <p><b>Literature Paper 1</b><br/>Macbeth<br/>(3 Weeks)</p> <p><b>Language paper FULL mock</b><br/>(3 Weeks)</p>         | <p><b>'Macbeth'</b> - Students will revisit the play, focusing on links between context, text and task. They will demonstrate detailed knowledge of Shakespeare's intent and make links between the events depicted in the play and Jacobean society. Students will complete exam style questions, developing key analytical skills and their ability to respond critically, to make judgements and to justify their ideas.</p> <p><b>Language</b> - Students will continue to work through revision packs to guide them on developing skills such as inference, deduction, evaluation and comparison in preparation for their December mocks.</p>  | <p><b>Week 6</b> - Language paper 1 and Language paper 2 mock examination in the hall - Exam conditions.</p> |

# Subject - Curriculum Map

|  |          |  |   |  |
|--|----------|--|---|--|
|  | Spring 1 | <p><b>Literature Paper 2</b><br/>Unseen poetry<br/>Power and conflict poetry<br/>(2 weeks)</p> <p><b>Language paper revision</b></p>   | <p><b>Poetry</b> - Students will revise approaches to poetry and examine how and why poets explore themes within their works. They will compare a selection of power and conflict poems, drawing on similarities and differences in form, style and linguistic details, and respond to exam style questions in preparation for their GCSE literature examinations.</p> <p><b>Language</b> – Students will continue to work through revision packs to develop inference, deduction, evaluation and comparison skills in preparation for their examinations. They will refine their own descriptive and persuasive responses, making creative and compelling use of both language and structural devices.</p> | <p><b>Week 3</b> - Unseen poetry questions comparing nature.</p>   |
|  | Spring 2 | <p><b>Literature paper 2</b><br/>An Inspector Calls<br/>revision<br/>(3 weeks)</p> <p><b>Language mock</b><br/>(2 weeks revision)</p>  | <p><b>'An Inspector Calls'</b> - Students will revisit links between context, text and task. They will demonstrate knowledge of capitalist and socialist ideologies and evaluate the rationale behind Priestley's play. They will complete exam style questions, developing their ability to respond critically, to make judgements and to justify their ideas.</p> <p><b>Language</b> – Students will continue to work through revision packs to develop inference, deduction, evaluation and comparison skills in preparation for their examinations. They will refine their own descriptive and persuasive responses, making creative and compelling use of both language and structural devices.</p>    | <ul style="list-style-type: none"> <li>Language paper 1 question 5 in class – SCARS</li> <li>Language paper 2 question 5 in class – Ethos, Pathos, Logos.</li> </ul> |
|  | Summer 1 | <p><b>Targeted revision</b><br/><b>Literature paper 2</b><br/>An Inspector Calls &amp; Poetry (Week 3&amp;4)</p> <p><b>Literature paper 1</b><br/>Macbeth and Christmas Carol (Week 3&amp;4)</p> <p><b>Language paper 1 &amp; 2</b><br/>Week 5</p> | <p><b>Literature revision</b> - Students will revisit their literature texts, demonstrating detailed knowledge of authors' intent and drawing links between events depicted in the texts and wider society. Students will revise key quotations and apply them to exam style questions.</p> <p><b>Language revision</b> – Students will have clarity on the exam structure. They will practice past papers and hone their analytical skills, particularly in identifying language devices and their effects. They will understand what examiners expect.</p>  | <ul style="list-style-type: none"> <li>Literature Exam – Date TBC</li> <li>Language Exam – Date TBC</li> </ul>   |
|  | Summer 2 | <b>Final Revision</b>  | Students will answer exam style questions to aid revision.  | WTM in hall/ Walk through  |