

Curriculum Mapping in the Department of English		
	Year 10	Year 11
<b>Autumn 1</b>	<p><b>Topic:</b> 20<sup>th</sup> Century Fiction and Narrative Writing</p> <p><b>Knowledge:</b> Our introduction to English Language Component 1 this term allows the students to use what they've previously learned to examine a range of short fiction extracts with confidence; we particularly focus our attention on the key skills of retrieval and analysis of writers' methods here. We will briefly re-visit literary techniques and devices to enable students to identify how writers use them in their work.</p> <p><b>Skills:</b> R1, R2, R3, R5</p> <p><b>Objectives covered:</b> AO1, AO2, AO4</p>	<p><b>Topic:</b> 20<sup>th</sup> Century Fiction and Narrative Writing</p> <p><b>Knowledge:</b> This English Language unit revisits the content and analytical style that was introduced in Y10 but focuses much more on the evaluation of a writer's method and the independent application of the reading skills. This way, students can approach a range of unseen texts with more confidence, whilst applying an analytical method that they are now well practised with.</p> <p><b>Skills:</b> R1, R2, R3, R5,</p> <p><b>Objectives covered:</b> AO1, AO2, AO4</p>
<b>Cross curricular links</b>	<b>PSHE / Citizenship – a variety of extracts will be studied reflecting a range of characters and situations including LGBT+, disability, racial and cultural, gender and age, politics etc.</b>	<b>PSHE / Citizenship – a variety of extracts will be studied reflecting a range of characters and situations including LGBT+, disability, racial and cultural, gender and age, politics etc.</b>

	Year 10	Year 11
<b>Autumn 2</b>	<p><b>Topic:</b> 20<sup>th</sup> Century Fiction and Narrative Writing</p> <p><b>Knowledge:</b> Students will need to complete their own short narratives by creating authentic characters, settings and plots, all of which will familiar from previous study. The familiarity with this style of writing will allow students to improve their writing through manipulating more sophisticated features.</p> <p><b>Skills:</b> W1, W2, W3, W4, W5,</p> <p><b>Objectives covered:</b> AO5, AO6</p>	<p><b>Topic:</b> 20<sup>th</sup> Century Fiction and Narrative Writing</p> <p><b>Knowledge:</b> Developing their own creative and imaginative writing skills students will have more of an opportunity to use the modelled examples from last year to create their own original narratives.</p> <p>There is a greater strive for independence when producing pieces of narrative writing at this stage, as we encourage students to adapt their style c so that they are writing with flair, originality and creativity.</p> <p><b>Skills:</b> W1, W2, W3, W4, W5,</p> <p><b>Objectives covered:</b> AO5, AO6</p>
<b>Cross curricular links</b>	<p>PSHE / Citizenship – a variety of extracts will be studied reflecting a range of characters and situations including LGBT+, disability, racial and cultural, gender and age, political etc</p>	<p>PSHE / Citizenship – a variety of extracts will be studied reflecting a range of characters and situations including LGBT+, disability, racial and cultural, gender and age, political etc</p>

	Year 10	Year 11
Spring 1	<p><b>Topic:</b> 19th and 21st Century Non-fiction and Transactional Writing</p> <p><b>Knowledge:</b> We will explore significant historical events, socio/political beliefs and a range of artistic and historical documents to build up our understanding of the context of this period which we can transfer to our understanding of literature. We will explore a range of prose and poetry and the lives of male and female writers from the 19<sup>th</sup> Century. Students will study a range of extracts and analyse their effectiveness through focussed questioning and written responses.</p> <p><b>Skills:</b> R1, R2, R3, R4, R5</p> <p><b>Objectives covered:</b> AO1, AO2, AO3, AO4</p>	<p><b>Topic:</b> 19th and 21st Century Non-fiction and Transactional Writing</p> <p><b>Knowledge:</b> Our final unit of study for English Language wraps up their prior learning, again through repetitive and independent application of their analytical and evaluative framework to a wide variety of unseen source material. Students will also produce a series of transactional writing tasks to prepare and practice for their final examinations in June.</p> <p><b>Skills:</b> R1, R2, R3, R4, R5</p> <p><b>Objectives covered:</b> AO1, AO2, AO3, AO4</p>
Cross curricular links	<p>History – 19<sup>th</sup> Century Context RS – Religion and belief in 19<sup>th</sup> century Britain PSHE – Political and social constructs, gender roles, etc Art – exploring images to support contextual reading</p>	<p>PSHE / Citizenship – a variety of extracts will be studied reflecting a range of characters and situations including LGBT+, disability, racial and cultural, gender and age, political etc</p>
Spring 2	<p><b>Topic:</b> 19th and 21st Century Non-fiction and Transactional Writing</p>	<p><b>Topic:</b> 19th and 21st Century Non-fiction and Transactional Writing</p>

	<p><b>Knowledge:</b> Students will explore and analyse a range of non-fiction texts from the 21<sup>st</sup> Century. These will include newspaper and magazine articles and reflect a range of topical issues. Students will answer questions on these texts and analyse techniques used by the writers. We will explore bias in the media and how to identify it. Students will use the speaking and listening skills to engage in debate and discussion as part of this unit.</p> <p><b>Skills:</b> R1, R2, R3, R4, R5</p> <p><b>Objectives covered:</b> AO1, AO2, AO3, AO4</p>	<p><b>Knowledge:</b> Students will produce a series of transactional writing tasks to prepare and practice for their final examinations in June. There is a greater strive for independence when producing pieces of writing at this stage, as we encourage students to adapt their rhetoric so that they are writing with flair, originality and perception.</p> <p><b>Skills:</b> W1, W2, W3, W4, W5,</p> <p><b>Objectives covered:</b> AO5, AO6</p>
<b>Cross curricular links</b>	PSHE / Citizenship – a variety of extracts will be studied reflecting a range of topics including LGBT+, disability, racial and cultural, gender and age, political etc	PSHE / Citizenship – a variety of topics will be written about reflecting a range of situations including LGBT+, disability, racial and cultural, gender and age, political etc
	<b>Year 10</b>	<b>Year 11</b>
<b>Summer 1</b>	<p><b>Topic:</b> 19th and 21st Century Non-fiction and Transactional Writing</p> <p><b>Knowledge:</b> Year 10 students will develop the skills they have acquired in the previous term and begin to compare</p>	<p><b>Topic: Revision and Examination Preparation</b></p> <p><b>Knowledge:</b> Students will focus upon areas for development identified by themselves and the teacher. Study skills will be developed and students will be supported to undertake independent learning on targeted areas for development.</p>

	<p>two texts / extracts – one from the 19<sup>th</sup> century and one from the 21<sup>st</sup>. They will highlight differences and similarities and analyse the effectiveness of the texts. We will focus on language and structure and how writers use this. We will reflect upon how the context that the pieces are written in affect style, tone and structure.</p> <p><b>Skills;</b> R1, R2, R3, R4, R5</p> <p><b>Objectives covered:</b> AO1, AO2, AO3, AO4</p>	<p><b>Skills:</b> R1, R2, R3, R4, R5, W1, W2, W3, W4, W5,</p> <p><b>Objectives covered:</b> AO1, AO2, AO3, AO4, AO5, AO6</p>
<p><b>Cross curricular links</b></p>	<p>PSHE / Citizenship – a variety of extracts will be studied reflecting a range of characters and situations including LGBT+, disability, racial and cultural, gender and age, political etc</p>	
<p><b>Summer 2</b></p>	<p><b>Topic:</b> 19th and 21st Century Non-fiction and Transactional Writing</p> <p><b>Knowledge:</b> The writing aspect of this unit should be no surprise to year ten students who, in Key stage 3, will have studied and developed skills in formal and informal writing. They should be well rehearsed in</p>	<p><b>Topic:</b> Study Leave</p> <p><b>Knowledge:</b></p> <p><b>Skills:</b></p>

	<p>creating compelling pieces of non-fiction writing. In this particular unit of study, we examine how great writing can be adapted to suit a range of audiences, purposes and formats.</p> <p><b>Skills:</b> W1, W2, W3, W4, W5,</p> <p><b>Objectives covered:</b> AO5, AO6</p>	<p><b>Objectives covered:</b></p>
<p><b>Cross curricular links</b></p>	<p>PSHE / Citizenship – a variety of topics will be written about reflecting a range of characters and situations including LGBT+, disability, racial and cultural, gender and age, political etc</p>	

## Assessment Objectives

### **AO1:**

- identify and interpret explicit and implicit information and ideas
- select and synthesise evidence from different texts

### **AO2:**

- 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

### **AO3:**

- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

### **AO4:**

- Evaluate texts critically and support this with appropriate textual references

### **AO5:**

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

### **AO6:**

- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## **Key Skills**

### **Reading**

- R1** Identify and select relevant information
- R2** Understand ideas, opinions and attitudes
- R3** Show understanding of the connections between ideas, opinions and attitudes
- R4** Understand what is implied but not directly stated, e.g. gist, writer's purpose, intention
- R5** Explain, comment and analyse how writers use language and structure to achieve effects
- R6** Evaluate texts critically and back up with appropriate evidence/quotations from the text

### **Writing**

- W1** communicate information/ideas/opinions clearly, accurately and effectively
- W2** organise ideas into coherent paragraphs using a range of appropriate linking devices
- W3** use a range of grammatical structures and vocabulary accurately and effectively
- W4** show control of punctuation and spelling
- W5** use appropriate register and style/format for the given purpose and audience