



(ENGLISH) Curriculum Map

Year	Term	Content	Knowledge	Skills	Progress Checks
10	1	Lit: Love & Relationships Poetry/Unseen	Know the content of the Anthology poems; know the Progress Checks foci of the questions; know poetic terminology; know how a poet creates meaning; know the cultural context of the Anthology poems;	Writing: explanatory, analytical writing about the Anthology and unseen poems; non-fiction writing (newspaper article); use of references to support points of view; inference, using above to support; collaborative work; Reading: reading for explicit and inferred meaning; retrieval of important information; collaborative work Oracy: Justifying/arguing POV; analysing collaborative work;	Assess 1: W/C14/10/19: Lit: Poetry Comparison Q; <i>Romeo and Juliet</i> spaced learning.
		<i>An Inspector Calls</i>	Plot, character and structure of the play; cultural differences, socio-political and cultural issues; How a playwright creates narrative, time, place and character; writing terminology; importance of audience; the ability to analyse quotations, linking to the point of a question; the ability to construct an analytical piece of work using PETAL; how to construct a newspaper article.	Writing: explanatory, analytical writing; non-fiction writing (newspaper article); use of references to support points of view; inference, using above to support; collaborative work; Reading: reading for explicit and inferred meaning; retrieval of important information; collaborative work Oracy: Justifying/arguing a POV; collaborative work;	Peer/self-Progress Checks on small writing tasks; Two mini-mock tasks to be deep marked by teacher; end of unit Progress Checks. Marked to AQA mark scheme and Trust's grade boundaries.
		Lang: Paper 1 Section A	Build upon the knowledge of how a writer creates narrative,	Writing: explanatory, analytical writing; use of references to	Lang: Paper 1 Sect A.

Spaced Learning RAG

Red = Introduction of new Knowledge or skill

Amber = Revisit

Green = Reinforce



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			<p>time, place and character; writing terminology; knowledge of different genres of writing; know that the previous links to AO5; importance of audience; importance of structure; using SPaG to help aid meaning and effect; know that the previous links to AO6.</p>	<p>support points of view; inference, using above to support; collaborative work; Reading: reading for explicit and inferred meaning; retrieval of important information; collaborative work Oracy: Justifying/arguing a POV; collaborative work;</p>	
	2	Lit: <i>An Inspector Calls</i>	As above		Assess 2: W/C13/01/20: Mocks W/C 23/03/20
		Lit: <i>Romeo</i> revision/A <i>Christmas Carol</i>	<p>Plot, character, theme and context of play/novella; how to link the previous to the AOs.</p>	<p>Writing: explanatory, analytical writing; use of references to support points of view; inference, using above to support; collaborative work; Reading: reading for explicit and inferred meaning; retrieval of important information; collaborative work Oracy: Justifying/arguing a POV; collaborative work;</p>	
		Lang: Paper 2 Section A	<p>Know the style of questions for the paper; know the AOs focii of the questions; know terminology; know how a writer creates an argument, persuades, explains.;</p>		
	3	<i>A Christmas Carol</i> ; Unseen Poetry	As above.		Mini-progress revision work, based on AQA mark scheme.
		Speaking & Listening; Lang Paper 1 Re-visit.	<p>S&L – know how to deliver a presentation and answer questions in a formal manner without reading off the board or from a script;</p>	<p>S&L - Justifying/arguing a POV; to be able to deliver a presentation with appropriate tone and inflection.</p>	S&L - Assessed as per AQA marks scheme.

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