



Curriculum Assessment Map: Year 10 English

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic	A Christmas Carol Charles Dickens		An Inspector Calls JB Priestley	AQA Poetry Anthology		People and Perspectives (And Spoken Language Presentation)
Key Learning & Skills	<p>Text type: Studying a novel including: Omniscient narrator Political diatribe The importance of context Allegory</p> <p>Context: Dickens' Life Social Class Malthusian Theory Population Expansion and Population Shift Child Mortality</p> <p>Vocabulary: Allegory, Antithesis, Capitalism, Dickensian, Malthusian, Melancholy, Omniscient Narrator, Parable, Philanthropist, Redemption, Supernatural</p>		<p>Text type: Analysis of a play including: Dramatic irony Foreshadowing Linguistic characterisation Monologue Religious Imagery Symbolism</p> <p>Context: Edwardian England The class system Patriarchy Female emancipation The Golden Age The Welfare State</p> <p>Vocabulary: Alderman, Allegory, Bourgeoisie, Capitalism, Impertinent, Microcosm, Omniscient, Patriarchy, Proletariat, Socialism</p>	<p>Text type: Analysing 19 Poetry across time: Understanding different kinds of relationships Analysing language Analysing structure</p> <p>Context: The Romantics Victorian England Repression and the church Rural vs Urban lives Romantic relationships Parental Child relationships</p> <p>Vocabulary: Anguish, Disillusion, Exuberance, Melancholic, Nostalgic, Resolute, Transgress, Traumatizing, Unconventional, Unrequited</p>		<p>Text type: Study of non-fiction including: Understanding Key Facts and Information Inference Analysis of Language Evaluative responses</p> <p>Context: Modern society Attitudes towards differences Animal rights</p> <p>Vocabulary: Addictive, Capital Punishment, Conversely, Corporal Punishment, Inextricably Linked, Psychological, Rhetoric, Sensitivity, Veganism</p>
End points	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>		<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p>	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>		<p>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</p>



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	<p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <hr/> <p>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</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <hr/> <p>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</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>subject terminology to support their views</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>AO7: Demonstrate presentation skills in a formal setting</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations.</p>
<p>Informal (formative) Assessment</p>	<p>Writing and Reading Assessments (Peer assessed)</p>	<p>Reading Assessment (Self Assessed)</p>	<p>Writing and Reading Assessments (Peer assessed)</p>	<p>Writing and Assessment (Self assessed)</p>
<p>Formal (summative) Assessment</p>	<p>Writing and Reading Assessments (Teacher assessed)</p>	<p>Reading Assessment (Teacher Assessed)</p>	<p>Writing and Reading Assessments (Teacher assessed)</p>	<p>Spoken Language Assessment (Teacher assessed)</p>

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

Curriculum Assessment Map: Year 11 English

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic	Macbeth / Romeo and Juliet William Shakespeare		English Language Paper 1	English Language Paper 2	Revision and Final Examinations English Language And Literature	
Key Learning & Skills	<p>Text type: Studying a Shakespearean Play including: Omniscient narrator Political diatribe The importance of context Allegory Iambic Pentameter Sonnet</p> <p>Context: Elizabethan / Jacobean England Belief in Fate / The Supernatural The Great Chain of Being Patriarchal Societies Religion</p> <p>Vocabulary: Accursed, Chastise, Compunctious, Equivocation, Nonpareil, Paradoxical, Pernicious, Rouse, Sacrilegious, Tyrannical</p> <p>Or</p> <p>Bandyng, Caitiff, Courtly Love, Cousin, Enmity, Intercession, Obsequies, Prodigious, Suit, Wooing, Wherefore</p>		<p>Text type: Fiction Text: read critically, and use knowledge gained from wide reading to inform and improve their own writing write effectively and coherently using Standard English appropriately use grammar correctly, punctuate and spell accurately acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</p>	<p>Text type: Literary Non-Fiction read critically, and use knowledge gained from wide reading to inform and improve their own writing write effectively and coherently using Standard English appropriately use grammar correctly, punctuate and spell accurately acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</p>	Revision of all previous units	
End points	<p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>		<p>AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts</p> <p>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</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and</p>		All AOs For English Language and English Literature Examinations	



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		<p>ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	
<p>Informal (formative) Assessment</p>	<p>Reading Assessments (Peer assessed)</p>	<p>Writing and Reading Assessments (Self, Peer and Teacher Assessed)</p>	
<p>Formal (summative) Assessment</p>	<p>Reading Assessments (Teacher assessed)</p>	<p>Writing and Reading Assessments Mock Examinations</p>	

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