

## English Literature – Year 10 Curriculum Map

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<b>Terms 1 and 2</b> <b>Modern Text: <i>An Inspector Calls</i></b> <ul style="list-style-type: none"> <li>Edwardian social and historical context.</li> <li>Post-World War Two social and historical context.</li> <li>Key concepts pertaining to the text, including: <ul style="list-style-type: none"> <li>Capitalism</li> <li>Socialism</li> <li>Patriarchy</li> </ul> </li> <li>Conventions of plays.</li> <li>Theatre terminology.</li> <li>Writers' methods.</li> <li>Analytical vocabulary.</li> <li>Analytical writing.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate and build on knowledge of writers' methods and how to analyse texts developed in KS3.</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment: analytical paragraphs analysing the text.</li> <li>Formal summative assessment: GCSE exam question.</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate a nuanced understanding of meanings conveyed in <i>An Inspector Calls</i>, how Priestley has shaped these meanings, and how they relate to the social and historical contexts of the play.</li> <li>To demonstrate ability to convey a nuanced argument supported by perceptive analysis of judiciously chosen evidence with clarity.</li> </ul>
<b>Terms 3 and 4</b> <b>Shakespeare: <i>Macbeth</i></b> <ul style="list-style-type: none"> <li>Jacobean social and historical context.</li> <li>Key concepts pertaining to the text, including: <ul style="list-style-type: none"> <li>Tragedy</li> <li>Hamartia</li> <li>The Divine Right of Kings</li> </ul> </li> <li>Writers' methods.</li> <li>Analytical vocabulary.</li> <li>Analytical writing.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate and build on knowledge of the life, times, and works of William Shakespeare developed in KS3.</li> <li>Consolidate and build on knowledge of writers' methods and how to analyse texts developed in KS3 and Terms 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment: analytical paragraphs analysing the text.</li> <li>Formal summative assessment: GCSE exam question.</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate a nuanced understanding of meanings conveyed in <i>Macbeth</i>, how Shakespeare has shaped these meanings, and how they relate to the social and historical contexts of the play.</li> <li>To demonstrate ability to convey a nuanced argument supported by perceptive analysis of judiciously chosen evidence with clarity.</li> </ul>

## English Literature – Year 10 Curriculum Map

<p><b>Terms 5 and 6</b> <b>AQA <i>Power and Conflict</i> Poetry Anthology</b></p> <ul style="list-style-type: none"><li>• Social and historical contexts pertaining to the respective poets.</li><li>• Conventions of Poetry.</li><li>• Poetry terminology.</li><li>• Writers' methods.</li><li>• Analytical vocabulary.</li><li>• Analytical writing.</li><li>• Comparative analysis.</li></ul>	<ul style="list-style-type: none"><li>• Consolidate and build on knowledge of Poetry developed in KS3.</li><li>• Consolidate and build on knowledge of writers' methods and how to analyse texts developed in KS3 and Terms 1-4.</li></ul>	<ul style="list-style-type: none"><li>• Formative assessment: analytical paragraphs analysing the poems.</li><li>• Formal summative assessment: GCSE exam question.</li></ul>	<ul style="list-style-type: none"><li>• To demonstrate a nuanced understanding of meanings conveyed in the poems from the <i>Power and Conflict</i> anthology, how the writers shaped these meanings, and how they relate to the social and historical contexts of the respective poems.</li><li>• To demonstrate ability to convey a nuanced argument supported by perceptive analysis of judiciously chosen evidence with clarity.</li></ul>
--	--	---	--