



## English Department Curriculum and Assessment Map

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Year 10</b>	<b>Shakespeare &amp; the Renaissance</b> (Literature Paper 1: Romeo and Juliet)	<b>Enlightenment &amp; Romanticism</b> (Literature Paper 2: Power & Conflict Poetry; Language Paper 1: Section A)	<b>Victorian Literature</b> (Literature Paper 1: A Christmas Carol; Literature Paper 2: Power & Conflict Poetry; Language Paper 1)		<b>Modern Literature</b> (Literature Paper 2: Power & Conflict Poetry; Language Paper 2: Section B)	
<b>Fundamental Knowledge</b>	<b>Literature: Knowledge of Form</b> -Knowledge of the play form -Knowledge of tragedy -Knowledge of stage directions <b>Structural Knowledge</b> -Freytag's Pyramid and the five act structure -Knowledge of the plot of the play -Key characters and their turning points <b>Linguistic Knowledge</b> -Knowledge of dramatic devices and techniques -Knowledge of the central themes of the play <b>Contextual Knowledge</b> -Knowledge of Shakespeare as a writer	<b>Literature: Knowledge of Form</b> -A detailed understanding of what quantifies poetic form -Knowledge of the necessary varieties of poetic form -Understanding of how the form affects the meaning of poetry <b>Structural Knowledge</b> -Knowledge of poetic structural terms such as enjambment and caesura -Understanding of how the structure affects the meaning of poetry <b>Linguistic Knowledge</b> -Knowledge of key poetic techniques and their effect	<b>Literature: Knowledge of Form</b> -Knowledge of the short form novella -Knowledge of the gothic genre -Knowledge of the plot of the novella -A detailed understanding of what quantifies poetic form -Knowledge of the necessary varieties of poetic form -Understanding of how the form affects the meaning of poetry <b>Structural Knowledge</b> -Key characters and their turning points -Knowledge of poetic structural terms such as enjambment and caesura -Understanding of how the structure affects the meaning of poetry <b>Linguistic Knowledge</b> -Knowledge of literary devices and techniques -Knowledge of the central themes of the novella -Knowledge of key poetic techniques and their effect		<b>Literature: Knowledge of Form</b> -A detailed understanding of what quantifies poetic form -Knowledge of the necessary varieties of poetic form -Understanding of how the form affects the meaning of poetry <b>Structural Knowledge</b> -Knowledge of poetic structures and rhyme schemes -Knowledge of poetic structural terms such as enjambment and caesura -Understanding of how the structure affects the meaning of poetry <b>Linguistic Knowledge</b> -Knowledge of key poetic techniques and their effect -Understanding of how language techniques affect the meaning of poetry <b>Contextual Knowledge</b> -Knowledge of WWI and its impact on war poetry	

	<p>and the renaissance period</p> <ul style="list-style-type: none"> <li>-Family relationships and marriage in the renaissance, linking to masculinity and femininity</li> <li>-Beliefs about fate and free will during the Renaissance</li> <li>-Knowledge of the literary timeline, including key cultural movements</li> </ul> <p><b>Knowledge of Transactional Writing</b></p> <ul style="list-style-type: none"> <li>-Knowledge of working with an extract and answering an exam-style question</li> <li>-Knowledge of selecting judicious quotations</li> <li>-Knowledge of essay structure and cohesion</li> </ul>	<p>-Understanding of how language techniques affect the meaning of poetry</p> <p><b>Contextual Knowledge</b></p> <ul style="list-style-type: none"> <li>-The Enlightenment and Industrialisation and the French Revolution</li> <li>-Development of Romanticism</li> <li>-Knowledge of the literary timeline, including key cultural movements</li> <li>-Understanding of each poet in the cluster and their contextual motivations</li> </ul> <p><b>Knowledge of Transactional Writing</b></p> <ul style="list-style-type: none"> <li>-Knowledge of structuring an analytical essay including personal opinion</li> </ul> <p><b>Language:</b></p> <p><b>Reading Knowledge</b></p> <ul style="list-style-type: none"> <li>-Understanding of explicit and implicit information</li> <li>-Knowledge of language devices and techniques</li> <li>-Knowledge of structural devices and techniques</li> <li>-Understanding of how language and structural devices create effects</li> <li>-Knowledge of selecting judicious quotations</li> </ul>	<p>-Understanding of how language techniques affect the meaning of poetry</p> <p><b>Contextual Knowledge</b></p> <ul style="list-style-type: none"> <li>-Knowledge of Dickens as a writer and the context in which he was writing</li> <li>-Knowledge of social class, poverty and workhouses in the Victorian period</li> <li>-Knowledge of key economic principles</li> <li>-Knowledge of the literary timeline, including key cultural movements</li> <li>-Understanding of each poet in the cluster and their contextual motivations</li> </ul> <p><b>Knowledge of Transactional Writing</b></p> <ul style="list-style-type: none"> <li>-Knowledge of working with an extract and answering an exam-style question</li> <li>-Knowledge of selecting judicious quotations</li> <li>-Knowledge of essay structure and cohesion</li> </ul> <p><b>Language:</b></p> <p><b>Reading Knowledge</b></p> <ul style="list-style-type: none"> <li>-Understanding of explicit and implicit information</li> <li>-Knowledge of language devices and techniques</li> <li>-Knowledge of structural devices and techniques</li> <li>-Understanding of how language and structural devices create effects</li> <li>-Knowledge of selecting judicious quotations</li> <li>-Understanding of what it means to evaluate a writer and their writing</li> </ul> <p><b>Writing Knowledge</b></p> <ul style="list-style-type: none"> <li>-Understanding of the differences between narrative and descriptive writing</li> <li>-Knowledge of an extensive vocabulary, in particular, Tier 2 vocabulary to employ in writing</li> <li>-Knowledge of how to use punctuation for both effect and understanding</li> <li>-Knowledge of key grammar and spelling rules</li> <li>-Knowledge of narrative and descriptive structures in writing</li> <li>-Understanding of how to utilise literary devices and the effect they create</li> <li>-Understanding of writing descriptions based on an image</li> </ul>	<p>-Knowledge of colonialism and its impact on identity in 20<sup>th</sup> century writing</p> <p>-Knowledge of political developments in the 20<sup>th</sup> century: socialism and capitalism, Welfare State</p> <p>-Knowledge of the literary timeline, including key cultural movements</p> <p>-Understanding of each poet in the cluster and their contextual motivations</p> <p><b>Comparative Knowledge</b></p> <ul style="list-style-type: none"> <li>-Understanding of comparison in analytical writing</li> <li>-Knowledge of which poems compare with one another in the cluster</li> <li>-Knowledge of selecting judicious quotations</li> </ul> <p><b>Language:</b></p> <p><b>Writing Knowledge</b></p> <ul style="list-style-type: none"> <li>-Understanding of how to write in different non-fiction forms; including letters, speeches, essays and articles</li> <li>-Knowledge of persuasive devices and how to use them effectively in writing</li> <li>-Understanding of the differences between writing to persuade, advise and explain</li> <li>-Knowledge of an extensive vocabulary, in particular, Tier 2 vocabulary to employ in writing</li> <li>-Knowledge of how to use punctuation for both effect and understanding</li> <li>-Knowledge of key grammar and spelling rules</li> <li>-Understanding of how to respond and engage with an opinion, and write according to purpose, form and audience</li> </ul>
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		-Understanding of what it means to evaluate a writer and their writing	-Understanding of writing narratives using characters, dialogue and plot development	
<b>Learning Checkpoint Tasks</b>	<ol style="list-style-type: none"> <li>1. The tragic ending of Romeo &amp; Juliet is inevitable. To what extent do you agree?</li> <li>2. Starting with this extract, how does Shakespeare present ideas about marriage?</li> <li>3. Starting with this extract, to what extent does Shakespeare present Juliet as disobedient?</li> <li>4. Starting with this extract, how does Shakespeare present ideas about fate?</li> </ol>	<ol style="list-style-type: none"> <li>1. A student said, having read this section of the text, 'The writer does not present this part of the source as gothic.' To what extent do you agree?</li> <li>2. Compare how the poets use structure in Ozymandias and The Prelude to present ideas of power.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a description of a workhouse in Victorian England as suggested by the picture.</li> <li>2. How does the writer use language to show the rising panic of the narrator? How does the writer structure the text to interest the reader?</li> <li>3. Starting with this extract, how does Dickens present Scrooge as a miserly character?</li> <li>4. Starting with this extract, how does Dickens present the importance of the supernatural?</li> <li>5. Starting with this extract, how does Dickens use A Christmas Carol to comment on the need for social reform?</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare how the poets present the realities of war in Exposure and one other poem.</li> <li>2. Compare how the poets present ideas about the power of memory in Remains and one other poem.</li> <li>3. "Museums should be required to return stolen artefacts to their country of origin." Write a speech in which you give your opinion on this statement.</li> <li>4. Compare how the poets present ideas about the power of legacy in Kamikaze and one other poem.</li> </ol>
<b>Common Assessment Task</b>	<b>Trust Assessment:</b> Literature Paper 1 – Section A Language Paper 1 – Section A		<b>Trust Assessment:</b> Literature Paper 1 – Section B Language Paper 1 – Section A & B	<b>Trust Assessment:</b> Literature Paper 2 – Section B Language Paper 1 – Section B
<b>Interleaved Knowledge</b>	Key contextual knowledge acquired during Y9 Othello & Poetry through the ages units – including low stakes testing.		Key contextual knowledge acquired during Y9 Frankenstein & Poetry through the ages units – including low stakes testing.  Revisiting knowledge of the literary timeline developed during Y10 HTs 1&2	Key contextual knowledge acquired during Y9 Poetry through the ages units – including low stakes testing.  Revisiting knowledge of the literary timeline developed during Y10 HTs 1-4