

Curriculum Content Map		Subject: English Language												KS4: Year 10			
		Term 1				Term 2			Term 3								
		September	October	November	December	January	February	March	April	May	June	July					
Unit of Work	Month	Language Writing (Language Paper 2)				Language Reading (Language Paper 2)			Speaking and Listening		Language Reading (Language Paper 1)						
Cultural Transmission	National Curriculum area – KS3	*Pupils should be taught to: i) write accurately, fluently, effectively and at length for pleasure and information through: ii) adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue*				*Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis. ii) reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading*			*Pupils should be taught to: i) speak confidently, audibly and effectively, including through: ii) using Standard English when the context and audience require it. Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary*		*Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis. iii) reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading*						
	Substantive Knowledge	The What!	Students will learn what transactional writing is and how to write factually. They could be asked to write either a letter, article, essay, speech or leaflet. Students will need to identify the key features in these different text types so that they can format it correctly.	They will then need to use AREDFOREST persuasive techniques to construct their work. Students begin to look at hooks and address misconceptions of how to start the exam question. They will be looking at how to structure their work	Once they have mastered the way to structure the piece, students will examine the words they use, and how they can integrate these into the piece seamlessly creating meaning behind their work. Students will create class plans to answer exam style questions.	Students will need to harness all of their skills together to attempt exam questions. They will need to ensure there is a comprehensive plan in order for the examiner to see where the piece is headed as well as the students' planning will ensure they are spending time crafting their ideas.	Students will learn how to identify key components of a source to help in a comparison answer. Focusing on question 1 and 2 on the reading section of the paper, students will be thinking about their initial thoughts and ideas of unseen non-fiction texts and how to reinforce these with evidence.	Once they have grasped how to tackle questions 1 and 2, they will move onto question 3 where they will need to transfer their analytical skills they are learning concurrently during their literature lessons. Students will look at identifying the language in non-fiction texts to see how a writer creates meaning and emotion. This will culminate in exam-style practice questions to make sure students have mastered these questions.	Students will move onto question 4, where they will need to develop their skills for the previous questions. Students will be developing their comparison skills as they examine writers' viewpoints and perspectives. Once students have mastered this, they will have an exam-style question to answer. Students will then sit a full reading section of the paper.	Students will have the opportunity to develop their speaking and listening skills in a 10 minute presentation of their choice. The presentation will could discuss a topic they are particularly passionate about or they can discuss a wider societal issue. Students will need to be fluent and be able to answer questions on their topic in detail.	Students will be introduced to the exam and shown what is required for each question. Students will be taught how to answer each question and the AOs for each question. Students will find some of the skills similar to literature but will involve an unseen fiction extract.	Focusing on question 1 and 2 on the reading section of the paper, students will be thinking about their initial thoughts and ideas of unseen fiction texts and how to reinforce these with evidence. Students will look at identifying the language in non-fiction texts to see how a writer creates meaning and emotion.	Students will move onto question 3 and 4, where they will need to develop their skills for the previous questions. Students will be developing their structural and evaluative skills as they examine the language a writer uses to create meaning and decide if this language is effective. Once students have mastered this, they will have an exam-style question to answer. Students will then sit a full reading section of the paper.				
	Disciplinary Knowledge	The How!	AO5 ii) Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. ii) Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6 use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.				AO1 i) Identify and interpret explicit and implicit information and ideas. ii) Select and synthesise evidence from different texts. AO2 ii) 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 ii) Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.			AO7: Demonstrate presentation skills in a formal setting by speaking in detail about a topic of their choice by expressing challenging ideas/information/ feelings using a range of vocabulary and achieves the purpose of the presentation. AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations. AO9: Use spoken Standard English effectively in speeches and presentations.		AO1 i) Identify and interpret explicit and implicit information and ideas. ii) Select and synthesise evidence from different texts. AO2 ii) 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. AO4 ii) Evaluate texts critically and support this with appropriate textual references					
	Sequencing	Retrieval & Extension	Builds on Students will build on the non-fiction writing and persuasive skills they have looked at in KS3 by introducing a cyclical structure to their planning. Further developed in The skill of craft, and the use of literary techniques is further developed in year 11 when students tackle the creative writing section of language paper 1. They will either write a description or narrative.				Builds on Persuasive writing skills looked at in KS3 with travel writing. Students will develop finding the appropriate quotations to back up their points. Is further developed in Language Paper 1 section A where students will build on their analytical toolkit to identify techniques within writers' work and evaluate their effectiveness.			Builds upon Students will continue to work on their speaking and listening skills from their year nine lessons. The skills they have learnt in debating and presentations will help them to create an individual presentation demonstrating the refined skills. Is further developed in Speaking skills will be further developed in year 11 when they perform scenes from Macbeth. Whilst they speak the scenes they will be thinking about understanding the tone and inflection with the rhythm in the language.		Builds upon Students will build upon the techniques they learnt in the reading section for language paper one by looking for similarities between the nature of the questions. They will continue to develop their analytical skills. Is further developed in Students will further develop this skill in as they apply the skills they have learnt here to exam style questions and hone these skills when they enter year 11.					
	Summative Assessment		Writing task - letter or article assessing AO5 and AO6				Writing task - letter or article assessing AO5 and AO6			Answering reading comprehension questions. Assessing AO1, AO2 and AO4.(AP2)		GCSE LANGUAGE ENDORSEMENT: Assessing AO7, AO8 and AO9		Answering reading comprehension questions. Assessing AO1, AO2 and AO3.(Deep Mark)		END OF YEAR EXAMS	
Personal Empowerment	Virtue	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion	Good Sense					
	Link to Virtue	The opportunity to reflect, think deeply and critically about an issue.															
Preparation for Work	Skill	Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork					
	Link to Skill	Transferable skills															
Preparation for Citizenship	SMSC & British Values	Mutual Respect			Democracy			Individual Liberty		Tolerance		Mutual respect		Tolerance		The Rule of Law	
	Link to SMSC & British Values	Developing opinions on current issues															