

Curriculum Content Map			Subject: English Language										KS4: Year 10	
			Term 1				Term 2			Term 3				
		Month	September	October	November	December	January	February	March	April	May	June	July	
Cultural Transmission	Unit of Work		Language Writing (Language Paper 2)				Language Reading (Language Paper 2)				Language Paper 1 Reading		Speaking and Listening	
	National Curriculum area - KS3		<p>"Pupils should be taught to:</p> <ul style="list-style-type: none"> write accurately, fluently, effectively and at length for pleasure and information through; adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue" 				<p>"Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis. <input type="checkbox"/> 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"</p>				<p>"Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis. <input type="checkbox"/> 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"</p>		<p>"Pupils should be taught to:</p> <ul style="list-style-type: none"> speak confidently, audibly and effectively, including through: 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." 	
	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 craft their work.				Students will transfer their analytical skills they are learning concurrently during their literature lessons and apply them to two unseen non-fiction texts. Students will develop their comparison skills as they examine writers' viewpoints and perspectives.				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.		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.	
	Disciplinary Knowledge	The How!	<p>AO5 <input type="checkbox"/> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p><input type="checkbox"/> Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6 use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>				<p>AO1 <input type="checkbox"/> Identify and interpret explicit and implicit information and ideas. <input type="checkbox"/> Select and synthesise evidence from different texts.</p> <p>AO2 <input type="checkbox"/> 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 <input type="checkbox"/> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>				<p>AO1 <input type="checkbox"/> Identify and interpret explicit and implicit information and ideas. <input type="checkbox"/> Select and synthesise evidence from different texts.</p> <p>AO2 <input type="checkbox"/> 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>AO4 <input type="checkbox"/> Evaluate texts critically and support this with appropriate textual references</p>		<p>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.</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>	
	Sequencing	Retrieval & Extension	<p>Builds on</p> <p>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.</p> <p>Further developed in</p> <p>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.</p>				<p>Builds on</p> <p>Persuasive writing skills looked at in KS3 with travel writing. Students will develop finding the appropriate quotations to back up their points.</p> <p>Is further developed in</p> <p>Language Paper 1 section A where students will build on their analytical toolkit to identify techniques within writers' work and evaluate their effectiveness.</p>				<p>Builds upon</p> <p>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.</p> <p>Is further developed in</p> <p>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..</p>		<p>Builds upon</p> <p>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.</p> <p>Is further developed in</p> <p>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</p>	
	Summative Assessment		Writing task - letter or article assessing AO5 and AO6				Answering reading comprehension questions. Assessing AO1, AO2 and AO4.(AP2)				GCSE ENGLISH LANGUAGE PAPER 1 and 2		CGSE LANGUAGE ENDORSEMENT: Assessing AO7, AO8 and AO9	
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.	Students will see if they can show friendliness and civility in difficult situations where they need to get their point of view across in a calm and controlled way. What words can they use to express friendliness whilst also being firm.	Students will need to use facts, figures and statistics in order to maintain a strong truth throughout their writing when wanting to create change. Will they achieve the justice they set out to write?	Students will need to show courage through an assertive tone in their writing to be brave and stand up for what they believe in with context to the question they are answering. Can they be courageous when asking for change?	Students will demonstrate how they can show generosity by including specific incentives in their writing. Students will show how these incentives can be generous to communities who may need their voice to be heard.	Students will examine the gratefulness and positivity of the views of the writers in the non-fiction texts. They will need to be comparing these to other non-fiction texts where gratitude might be much harder to find.	Students will think about how articulation and writing link together. Students will need to speak their findings when describing non-fiction texts in order to find implicit and explicit meanings.	Students will be encouraged to look on the brighter side as they look for different interpretations in non-fiction texts. Students will develop their analysis by examining how these texts show good temper and humour to portray meaning.	Students will show self mastery as they complete the extended and gher mark questions at the end of paper 2.	Students will demonstrate high levels of mastery as they own their writing and show off their analytical toolkit when presented with reading comprehension questions.	Students will show compassion when approaching a variety of texts.	Students will show good sense by writing about appropriate ideas for their speaking and listening.	
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	At the start of this course, students will need to listen to each other by learning to listen to each other. They will debate and discuss topics on wider world issues where they will need to transfer these arguments into writing	Students will be exploring what it means to be a leader and the qualities of a good leader. Their writing should lead their perspective for change whilst leading others to take action.	Students will need to demonstrate how they might achieve change through the literary techniques they use. How might they do this without alienating the audience?	Students will demonstrate they have original ideas in their writing to intrigue the reader and keep them invested throughout.	Students will need to stay positive as they work on their evaluative skills. These skills can be much more difficult and students need to be perseverer as they try about the evaluation method.	Students will think about how articulation and writing link together. Students will need to speak their findings when describing non-fiction texts in order to find implicit and explicit meanings.	Students will be encouraged to look on the brighter side as they look for different interpretations in non-fiction texts. Students will develop their analysis by examining how these texts show good temper and humour to portray meaning.	Students will aim high as they conclude studying English Language Paper 2 ; they will look for subtle inferences and levels of analysis.	Students will look at the criteria for high level responses and aim to achieve these by practicing interactive responses to exam questions.	Students will be speaking their work aloud and thinking about the tone they use to create meaning. This tone will then inform them of how their ideas can be interpreted. Students will be encouraged to express their opinions to help them to formulate answers.	Students will work as a team as they deliver their speeches by showing good listening skills and asking questions of their peers.	
Preparation for Citizenship	SMSC & British Values		Mutual Respect and Democracy				Individual Liberty, Tolerance				Mutual respect	Tolerance, The rule of law		
	Link to SMSC & British Values	Developing opinions on current issues	Students will be writing to achieve a goal, most likely they will want to change an issue for a community. Students will discuss what it means to have mutual respect for one another and strangers whom they will be writing to. Exploring a sense of social change, students will understand democracy whilst maintaining a mutual respect for others.				Students will need to tolerate the viewpoints of other writers in non-fiction texts. They will need to examine the individual liberties of the writers' and identify their expression. They will then use this expression to create an analysis of their work and explain how their individual liberty has been conveyed.				Students will show mutual respect to each other as they share their ideas about non-fiction texts in class.	Students will need to be tolerant of others as well as themselves as they make mistakes. Students will be tolerant of each other as they deliver their speeches. Students will tolerate their mistakes and green pen to improve.		Students will be looking at the rule of law that is created in fiction texts and how this influences the writing. This could be something within the text or the structure itself.