

Year 10 Curriculum Map 2021-22

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> Robert Louis Stevenson	William Shakespeare <i>Romeo and Juliet</i>	Conflict (Language Paper 1, Q2, 3, 4)	Unseen Poetry	Revision and Exam Preparation	Comparing Perspectives (Language Paper 2 Q2, Q4)
Assessment Objectives	Literature AO1, AO2, AO3	Literature: AO1, AO2, AO3	Language AO1, AO2, AO4, AO5	Literature: AO1, AO2 Language AO5, AO6	Language: AO1, AO2, AO3 Literature: AO1, AO2, AO3	Language: AO1, AO3
Assessment opportunities	<ul style="list-style-type: none"> • Close analysis of an extract with links to whole play (“How does Stevenson present...”) • Independent research • Presentations on thematic topics 	<ul style="list-style-type: none"> • Close analysis of an extract with links to whole play • Silent debates • Contextual research 	<ol style="list-style-type: none"> 1. Language Paper 1 Question 4 2. Language Paper 1 Question 3 and 4 	<p>Close analyses of unseen poems, utilising both annotation and writing skills</p> <p>Presenting a piece of creative writing</p>	<ol style="list-style-type: none"> 1. EoY exams: Language Paper 1 Literature Paper 1 	<ol style="list-style-type: none"> 3. Language Paper 2 Question 2 4. Language Paper 2 Question 2
Content	Study of the whole of Stevenson’s novella, <i>Dr. Jekyll and Mr. Hyde</i> , with focus on its themes of duality and human nature understanding of	Study of the whole of Shakespeare’s tragedy, <i>Romeo and Juliet</i> , with focus on dramatic methods and context of the play	Students study a range of extracts with shared themes, with crossover with the Literature set texts. They explore how language and structure are used to	Students study a range of texts that celebrate cultures from around the world, exploring key ideas and developing analytical	Students revise and prepare for the end of year exam, using the AQA English Literature and Language examination formats.	Students study a series of non-fiction texts focusing on features and methods of non-fiction writing, and the

	writer's perspectives – no comparison yet.		affect readers and use the same skills in their own creative writing.	understanding of poetry.		viewpoints of the writers. Increased focus on inference and comparison skills.
Skills	<p>Critical evaluation of the novella's content, language and structure, with careful reference to its context.</p> <p>Developing both close analysis skills and a perspective of the novella as a whole.</p>	<p>Critical evaluation of the play's content, language and structure, with careful reference to its context.</p> <p>Developing both close analysis skills and a perspective of the play as a whole.</p>	<p>Analysis and evaluation of writers' ideas.</p> <p>Close exploration of how specific writers' methods are employed.</p>	Developing critical responses to a diverse range of poetry and comparing how the poets' present their views on conflict.	Consolidating skills developed across the year, including: analysing and responding to a series of fiction and non-fiction texts; analysing poetry; creative writing skills; significance of contexts.	<p>Analysing and Exploring the features of non-fiction texts.</p> <p>Comparing non-fiction texts and ideas from different periods.</p>
Big Questions	<i>Are all people capable of evil actions?</i>	<i>Does love justify any action?</i>	<i>Is conflict unavoidable and is it always negative?</i>			