

# Moor House School & College Curriculum Map

YEAR GROUP/PATHWAY: Year 10 GCSE			SUBJECT AREA: English
Autumn 1	Language	Literature	Speaking and Listening
Knowledge	<p><b>Introduction to Language AOs</b></p> <p><b>Writing skills</b> – focus on transactional writing. Develop confidence/skills in:</p> <ul style="list-style-type: none"> <li>forms, audience and purpose</li> <li>organisation – connectives and paragraphing</li> <li>generation of ideas from a variety of stimuli</li> <li>use of variety of rhetorical devices.</li> </ul> <p>Introduce AO6 and explain importance of vocabulary, spelling, punctuation and grammar across both GCSEs (AO4 for Literature)</p>	<p><b>Introduction to Literature AOs</b></p> <ul style="list-style-type: none"> <li>Use short extracts from all literature texts, including poetry.</li> <li>Develop knowledge of narrative styles/genres.</li> </ul> <p><b>Blood Brothers</b></p> <ul style="list-style-type: none"> <li>Cover plot/characters/theme through engaging activities, introduce on AO3 (context).</li> <li>Read selected key scenes with a focus on AO1 and AO2.</li> <li>Trace themes through play as early preparation for own extract style questions.</li> </ul>	<ul style="list-style-type: none"> <li>Literature introduction will be used as means of building presentation confidence and introducing Spoken Language AOs.</li> <li>Research into context and themes presented to the class</li> </ul>
Skills	<p>Develop confidence/skills in:</p> <ul style="list-style-type: none"> <li>forms, audience and purpose</li> <li>organisation – connectives and paragraphing</li> <li>generation of ideas from a variety of stimuli</li> <li>use of variety of rhetorical devices.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> <li>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</li> <li>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate presentation skills in a formal setting</li> <li>Listen and respond appropriately to spoken language, including to questions and feedback to presentations</li> <li>Use spoken Standard English effectively in speeches and presentations</li> </ul>

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		<ul style="list-style-type: none"> <li>Evaluate texts critically and support this with appropriate textual references</li> </ul>	
Autumn 2	Language	Literature	Speaking & Listening
Knowledge	<p><b>Reading skills AO1, AO2 and AO4</b></p> <ul style="list-style-type: none"> <li>Use wide range of extracts both fiction and non-fiction to develop confidence in approaching unfamiliar material.</li> <li>Introduce key terminology via extracts and develop repertoire of terms to use when analysing L/F/S (make links to rhetorical devices learned in previous writing unit).</li> <li>Make links between language analysis across GCSE English Language and GCSE English Literature (AO2).</li> </ul>	<p><b>Blood Brothers –</b></p> <ul style="list-style-type: none"> <li>Begin to focus on AO2 and building quotation/explanation skills.</li> <li>Introduce key AO2 terminology and develop repertoire of terms to use when analysing language, form and structure.</li> <li>Assess using exam style questions on one key scene.</li> </ul>	<ul style="list-style-type: none"> <li>Literature will be used as means of building presentation confidence</li> <li>Research into context and themes presented to the class</li> <li>Presentations graded according to exam criteria and AOs</li> </ul>
Skills	<ul style="list-style-type: none"> <li>confidence in approaching unfamiliar material.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate presentation skills in a formal setting</li> <li>Listen and respond appropriately to spoken language, including to questions and feedback to presentations</li> <li>Use spoken Standard English effectively in speeches and presentations</li> </ul>

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		<ul style="list-style-type: none"> <li>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>• Evaluate texts critically and support this with appropriate textual references</li> </ul>	
<b>Spring 1</b>	<b>Language</b>	<b>Literature</b>	<b>Speaking and Listening</b>
Knowledge	<p><b>Reading skills AO3 focus</b></p> <ul style="list-style-type: none"> <li>• Introduce 'writer's perspective' as key term</li> <li>• Introduce comparison as specific skill and begin with audience and form, then perspective, then build up to aspects of F/S/L.</li> <li>• Use short paragraphs, then longer extracts to build confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Post-1914 text</li> <li>• Introduce post-1914 literature via genre/major authors.</li> <li>• Read whole text and focus on key chapter/acts.</li> <li>• Introduce and focus on Literature AO3 and AO4.</li> </ul>	<ul style="list-style-type: none"> <li>• Literature will be used as means of building presentation confidence</li> <li>• Research into context and themes presented to the class</li> <li>• Presentations graded according to exam criteria and AOs</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<ul style="list-style-type: none"> <li>• Begin to focus on AO2 and building quotation/explanation skills</li> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate presentation skills in a formal setting</li> <li>• Listen and respond appropriately to spoken language, including to questions and feedback to presentations</li> <li>• Use spoken Standard English effectively in speeches and presentations</li> </ul>

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Spring 2	Language	Literature	Speaking and Listening
Knowledge	<p><b>Mock exam – Paper 2 preparation</b></p> <ul style="list-style-type: none"> <li>Introduce exam paper format.</li> <li>Timed exercises to develop exam confidence.</li> </ul>	<p><b>Post-1914 text – skills</b></p> <ul style="list-style-type: none"> <li>Focus on AO1 via essay skills, particularly the use of formal register to develop a 'critical style'.</li> <li>Assess using essay from selection of sample exam questions.</li> </ul> <p><b>19th-century novel</b></p> <ul style="list-style-type: none"> <li>Introduce the novel via genre/major authors, etc.</li> <li>Read whole text and focus on key extracts/themes/characters in relation to AO1 and AO2.</li> </ul>	<ul style="list-style-type: none"> <li>Literature will be used as means of building presentation confidence</li> <li>Research into context and themes presented to the class</li> <li>Presentations graded according to exam criteria and AOs</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Essay skills</li> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> <li>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</li> <li>Compare writers' ideas and perspectives, as well as how these</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate presentation skills in a formal setting</li> <li>Listen and respond appropriately to spoken language, including to questions and feedback to presentations</li> <li>Use spoken Standard English effectively in speeches and presentations</li> </ul>

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		<p>are conveyed, across two or more texts</p> <ul style="list-style-type: none"> <li>Evaluate texts critically and support this with appropriate textual references</li> </ul>	
<b>Summer 1</b>	<b>Language</b>	<b>Literature</b>	<b>Speaking and Listening</b>
Knowledge	<p><b>Reading skills – 19th-century fiction extracts</b></p> <ul style="list-style-type: none"> <li>Introduce via spoken language presentations.</li> <li>Develop terminology to cover 19th-century language styles.</li> </ul> <p>Build on formal register from Lit in Spring 2 to develop AO4 skills.</p>	<p><b>19th-century novel</b></p> <ul style="list-style-type: none"> <li>Continue to develop 'critical style'.</li> <li>Make link with Language GCSE A02 reading unseen 19th-century fiction extracts.</li> </ul>	<ul style="list-style-type: none"> <li>Literature will be used as means of building presentation confidence</li> <li>Research into context and themes presented to the class</li> <li>Presentations graded according to exam criteria and AOs</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> <li>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</li> <li>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate presentation skills in a formal setting</li> <li>Listen and respond appropriately to spoken language, including to questions and feedback to presentations</li> <li>Use spoken Standard English effectively in speeches and presentations</li> </ul>

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<b>Summer 2</b>			
Knowledge	<p><b>Writing skills – imaginative writing</b></p> <ul style="list-style-type: none"> <li>Focus on generation and organisation of ideas.</li> <li>Use GCSE Language anthology for examples of imaginative writing.</li> </ul>	<p><b>Introduction to Poetry</b></p> <ul style="list-style-type: none"> <li>Introduce poetry anthology.</li> <li>Develop analytical terminology for AO2.</li> <li>Once students are confident with AO2 terminology, begin to introduce comparison and how the writer's use different terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Literature will be used as means of building presentation confidence</li> <li>Research into context and themes presented to the class</li> <li>Presentations graded according to exam criteria and AOs</li> <li><b><u>Students complete Speaking, Listening and Communication Assessment</u></b></li> </ul>
Skills	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> <li>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</li> <li>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate presentation skills in a formal setting</li> <li>Listen and respond appropriately to spoken language, including to questions and feedback to presentations</li> <li>Use spoken Standard English effectively in speeches and presentations</li> </ul>

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