

# Curriculum Knowledge Map 2024-25



Year 10		AUTUMN	
Topics	LORD OF THE FLIES	TOPICAL LANGUAGE UNIT	
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>A deep understanding of the plot as well as the characters, what they symbolise and their relationships with others.</li> <li>An understanding of complex themes such as loss of innocence, fear and human nature as well as key symbols such as the beast, the conch etc.</li> <li>An understanding of the context of the novel (Coral Island links, Golding's background, colonisation, and the impact of this on the novel and Cold War).</li> <li>The function and effect of an allegorical novel.</li> <li>An understanding of the big ideas and messages within the novel such as the conflict between two competing impulses that exist within humans.</li> </ul>	<ul style="list-style-type: none"> <li>An awareness and understanding of how sport, protest, culture, people, places, gender/sexuality, idols and heroes linked to identity.</li> <li>Exploration of some of the controversial debates writers have argued for both historically and recently when exploring what constitutes a person's identity. Updated for 2023-24 to ensure content is up to date.</li> <li>An understanding of wider themes and messages that run through the extracts such as community, solidarity, resistance to oppression and belonging.</li> </ul>	
<b>Procedural</b> <i>What should they be able to do?</i>	<p><b>Primary focus: Analysis</b></p> <ul style="list-style-type: none"> <li>Confidently layer their analysis when exploring Golding's language choices, exploring insightful, connected ideas.</li> <li>Adding layers of thoughtful depth to responses, embedding all evidence, the precise examination of writers' methods and the impact these have on the texts and readers. Focus on developing thoughtful, personal responses and reactions to a range of fiction and non-fiction texts as well as exploring the significance of key concepts and ideas within a range of texts.</li> </ul> <p><b>Secondary focus: Context</b></p> <ul style="list-style-type: none"> <li>Exploration of the structure of the plot and the significance of Golding's structural choices and how these support the language choices in terms of messages/big ideas of the novel.</li> </ul>	<p><b>Primary focus: Discursive Writing</b></p> <ul style="list-style-type: none"> <li>To sustain a well-informed, sophisticated argument and consciously craft devices (both language and structure) for effect including convincing rhetorical devices.</li> <li>To consciously craft and make decisions to achieve a variety of effects on the reader.</li> <li>Mastering the drafting and editing process.</li> </ul> <p><b>Secondary focus: Analysis</b></p> <ul style="list-style-type: none"> <li>To confidently layer multiple insightful inferences when analysing the effects of language choices in fiction and non-fiction extracts. Adding layers of thoughtful depth to responses, embedding all evidence, the precise examination of writers' methods and the impact these have on the texts and readers. Focus on developing thoughtful, personal responses and reactions to a range of fiction and non-fiction texts as well as exploring the significance of key concepts and ideas within a range of texts.</li> </ul>	
<b>Disciplinary Literacy</b> <i>(Tier 3 Vocab)</i>	Democracy, descent, barbarity, predisposition, microcosm, antithesis, innate, primitive, anarchy, allusion.	Institutional racism, representation, allyship, equality, gender identity, controversy, resistance, equity, privilege, disparity.	
<b>Assessment</b>	1. A peer assessed LOTF paragraph – first attempt. 2. A teacher assessed LOTF essay – first attempt at an essay. 3. A whole class teacher assessed LOTF essay.	4. A peer assessed piece of discursive writing. 5. A teacher assessed oracy piece for Spoken Language. 6. A whole class teacher assessed piece of evaluation (LP1 Q4).	
<b>Diversity</b>	Exploration of colonisation and the impact that had on Golding writing LOTF and how we as readers need to read it based on this contextual understanding.	This entire unit has been designed to include a vast range of voices, perspectives and cultures through the text choices including Ruby Bridges, Marcus Rashford, Munroe Bergdorf, Michelle Obama, Kite Runner amongst others.	



# Curriculum Knowledge Map 2024-25



Year 10	SPRING	
Topics	VICTORIAN LIFE AND JEKYLL & HYDE	VICTORIAN LIFE AND JEKYLL & HYDE CONTINUED AND START OF POETRY
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>The social stereotypes and expectations associated with the Victorian class system e.g., what did it mean to be a Victorian gentleman or lady? In what ways were these expectations problematic? What impact can society have on our identity?</li> <li>How science and scientific thinking about the world was advancing in the 20<sup>th</sup> century, some of the anxieties people felt about these advances and how writers drew upon these anxieties as inspiration for their writing.</li> <li>What is meant by the term 'urban terror' and knowledge of crime and changes to city spaces post industrial revolution?</li> <li>The conventions of Gothic literature.</li> <li>What is meant by the term 'duality' and how did some writers engage with the different sides to human nature.</li> </ul>	<ul style="list-style-type: none"> <li>An extension of Spring 1 whilst the Victorian Context unit and first teaching of Jekyll and Hyde are finished.</li> <li>This will then lead to the start of the poetry anthology unit, details for which can be found in the summer knowledge map for Year 10.</li> </ul>
<b>Procedural</b> <i>What should they be able to do?</i>	<p><i>Comprehend more challenging language in 19<sup>th</sup> century fiction and non-fiction.</i></p> <p><b>Primary focus: Analysis</b></p> <ul style="list-style-type: none"> <li>To confidently layer multiple insightful inferences when analysing parts of Jekyll and Hyde in an essay response.</li> <li>To confidently explore the effects of Stevenson's choices/methods.</li> <li>Adding layers of thoughtful depth to responses, embedding all evidence, the precise examination of writers' methods and the impact these have on the texts and readers. Focus on developing thoughtful, personal responses and reactions to a range of fiction and non-fiction texts as well as exploring the significance of key concepts and ideas within a range of texts.</li> </ul> <p><b>Joint Secondary focus: Context</b></p> <ul style="list-style-type: none"> <li>Explain how an extract from a 19<sup>th</sup> century text is shaped by contextual factors.</li> <li>Make interesting comments on the messages and wider ideas that writers could be making.</li> </ul> <p><b>Joint Secondary focus: Creative Writing</b></p> <ul style="list-style-type: none"> <li>To sustain a convincing narrative voice and consciously craft devices (both language and structure) for effect including using stimulus effectively as inspiration for own convincing ideas, emulating literary style and taking the reader on a journey using structural features for effect including discourse markers.</li> </ul>	
<b>Disciplinary Literacy</b> <i>(Tier 3 Vocab)</i>	Etiquette, repression, evolution, unorthodox, hypocrisy, duplicitous, façade, urban terror, transcendental, othered.	Nostalgia, intimacy, melancholy, predatory, conversely, fulfilment, reciprocate, affinity, cyclical, unconventional.
<b>Assessment</b>	<ol style="list-style-type: none"> <li>A peer assessed piece of creative writing.</li> <li>Progress Test on LP1 Q1 &amp; 4 evaluation (teacher assessed).</li> <li>A peer assessed piece of analysis on Jekyll and Hyde.</li> </ol>	<ol style="list-style-type: none"> <li>A whole class teacher assessed piece of analysis on Jekyll &amp; Hyde.</li> <li>A teacher assessed poetry comparison essay.</li> <li>A peer assessed poetry comparison essay.</li> </ol>
<b>Diversity</b>	This SOW has mixture of male and female writers but given the nature of the unit, the focus is on Britain in the 1900s. Home learning includes students reading and responding to a more modern/diverse thematically linked extracts.	



# Curriculum Knowledge Map 2024-25



Year 10		SUMMER	
Topics	ANTHOLOGY POETRY CONTINUED	MACBETH	
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>To have a confident understanding of all 15 anthology poems in terms of the key themes, ideas, messages as well as how language and structure have been used by the poets to express these ideas.</li> <li>To have a confident understanding of different types of love and relationships including ideas of family, romance, our connection to ourselves and friends.</li> <li>To explore and become confident with the various forms of poetry within the anthology such as sonnet and dramatic monologue.</li> <li>To explore big ideas such as: obsession and possession within relationships, how distance can impact a relationship, how letting go of a relationship can be problematic and the emotional impact of loss.</li> </ul>	<ul style="list-style-type: none"> <li>An understanding of complex themes such as appearances vs. reality, the corrupting power of unchecked ambition and guilt as well as key symbols such as light and darkness and blood.</li> <li>An understanding of the plot as well as the characters, what they symbolise and their relationships with others. The focus of this half term will be developing an understanding of the KEY SCENES in advance of developing essay skills for this text in Year 11.</li> <li>An understanding of the context of the novel, building on the Macbeth context unit and exploring critical theories linked to context to delve deeper.</li> <li>The function and effect of a Shakespearean tragedy.</li> <li>An understanding of the big ideas and messages within the play such as the consequences of usurpation and not conforming to societal expectations within gender roles.</li> </ul>	
<b>Procedural</b> <i>What should they be able to do?</i>	<p><b>Primary focus: Comparison</b></p> <ul style="list-style-type: none"> <li>Comparing how poets use language and structure to convey messages and themes. Students will develop the ability to compare a printed poem with another from memory and this comparison will include the ideas that run through the poems as well as the techniques used to express them.</li> </ul> <p><b>Secondary focus: Language and Structure Analysis</b></p> <ul style="list-style-type: none"> <li>To confidently layer multiple insightful inferences when analysing the effects of language and structural choices across all 15 anthology poems.</li> <li>Adding layers of thoughtful depth to responses, embedding all evidence, the precise examination of writers' methods and the impact these have on the texts and readers. Focus on developing thoughtful, personal responses and reactions to a range of fiction and non-fiction texts as well as exploring the significance of key concepts and ideas within a range of texts.</li> </ul>	<p><b>Primary focus: Analysis</b></p> <ul style="list-style-type: none"> <li>To confidently explore the effects of Shakespeare's choices/methods.</li> <li>Adding layers of thoughtful depth to responses, embedding all evidence, the precise examination of writers' methods and the impact these have on the texts and readers. Focus on developing thoughtful, personal responses and reactions to a range of fiction and non-fiction texts as well as exploring the significance of key concepts and ideas within a range of texts.</li> </ul> <p><b>Secondary focus: Context</b></p> <ul style="list-style-type: none"> <li>Explain how an extract from a Shakespearean text is shaped by contextual factors.</li> <li>Make interesting comments on the messages and wider ideas that Shakespeare could be making.</li> </ul>	
<b>Disciplinary Literacy</b> <i>(Tier 3 Vocab)</i>	Nostalgia, intimacy, melancholy, predatory, conversely, fulfilment, reciprocate, affinity, cyclical, unconventional.	Conspirators, subservient, usurped, hubris, hamartia, manifestation, paradox, subvert, cautionary, valour.	
<b>Assessment</b>	1. A teacher assessed poetry comparison essay. 2. A peer assessed poetry comparison essay.	3. A peer assessed piece of analysis on Macbeth. 4. Progress Test on anthology poetry (teacher assessed). 5. A whole class teacher assessed piece of analysis on Macbeth.	
<b>Diversity</b>	This SOW has mixture of male and female poets but, given the nature of the AQA anthology and this being something we cannot change or diversify, there are some home learning opportunities for students to explore a more diverse range of poems which are thematically linked to the anthology poems and offer some unseen poetry practise.	Students will explore which aspects of the play have stood the test of time and how certain stereotypes, particularly regarding gender, can be explored differently under a modern lens.	

