





COLAI Curriculum Map



Subject: English

Year group: Year 10



	TERM 1	TERM 1.5	TERM 2		TERM 3		Assessment Opportunities
Unit title & description	An Inspector Calls & Creative writing	Poetry – Conflict and Power & Creative writing	Language paper 1 (reading)	Macbeth	Poetry – Conflict and Power & Language Paper 1 recap	Unseen Poetry comparison	
Sequencing: Knowledge and skills	<ul style="list-style-type: none"> Study of AIC by JB Priestley Contextual background – Edwardian and Post-War Dramatic conventions and tropes Analysis of Language, Form and Structure Offering alternative interpretations Using PETAL to access AO1 & AO3 marks Creative writing using AIC as a prompt. Literal and figurative language; writing to describe 	<ul style="list-style-type: none"> Content of 7 named poems based on power and conflict. Contextual background, named poems Poetry specific vocabulary for each named poem Poetic devices Analysis of Language, Form and Structure Comparison skills using TEACTEAC Creative writing using poetry as a prompt. Literal and figurative language; writing to describe 	<ul style="list-style-type: none"> Subject specific vocabulary. Comprehension skills Inference skills Analytical skills working from grades 1-9 (personal response, identification of evidence, understanding writer's intent, word level analysis, alternative interpretation, audience response. Evaluation skills Essay writing skills to meet GCSE criteria – TEAKE and PEA-E 	<ul style="list-style-type: none"> The main characters in the play Plotlines Shakespearean themes and tropes Shakespearean language Jacobean context Analysing language Selecting evidence / quotes Interpreting the writers intent Applying Jacobean context Offering alternative interpretations Recognising literary devices 	<ul style="list-style-type: none"> Content of 7 named poems based on power and conflict. Contextual background, named poems Poetry specific vocabulary for each named poem Poetic devices Analysis of Language, Form and Structure Comparison skills using TEACTEAC Recap of skills required for Language Paper 1 Identification and retrieval Analysis Evaluation 	<ul style="list-style-type: none"> Poetry specific vocabulary for each named poem Poetic devices Analysis of Language, Form and Structure Comparison skills using TEATEA Language – focus on figurative language Form – focus on narrative vs lyric vs xxx Structure – focus on rhyme scheme, stanza length & volta, caesura vs enjambement 	<p>AP1 Lit Paper 1 – AIC Lang Paper 1 – creative writing</p> <p>AP2 Lit Paper 2 – Anthology comparison question Lang Paper 1 – analysis and evaluation question</p> <p>AP3 Lit Paper 1 – Macbeth question Lang Paper 1 – full paper</p> <p>End of year internal exam – Poetry comparison (anthology and Unseen)</p> <p>Spoken Language assessments pre-Christmas and Pre-Summer</p>

Literacy and Reading 	<ul style="list-style-type: none"> Core skills: reading and writing SPAG Subject specific vocabulary Writing critically Writing creatively 	<ul style="list-style-type: none"> Core skills: reading and writing SPAG Subject specific vocabulary Writing critically Writing creatively 	<ul style="list-style-type: none"> Core skills: reading and writing SPAG Subject specific vocabulary Writing critically 	<ul style="list-style-type: none"> Extended writing skills Structured paragraph analysis Close reading and interpretation Understanding language and structure from the Jacobean era 	<ul style="list-style-type: none"> Core skills: reading and writing SPAG Subject specific vocabulary Writing critically Writing creatively 	<ul style="list-style-type: none"> Core skills: reading and writing SPAG Subject specific vocabulary Writing critically 	
Numeracy 	<ul style="list-style-type: none"> Semantic fields Venn diagrams Timelines Continuums for debate and interpretation 	<ul style="list-style-type: none"> Venn diagrams Semantic fields Stanza and line demarcation Rhyme scheme Meter and rhythm 	<ul style="list-style-type: none"> Semantic fields Punctuation and syntax patterns 	<ul style="list-style-type: none"> Semantic fields Venn diagrams Timelines Continuums for debate and interpretation 	<ul style="list-style-type: none"> Venn diagrams Semantic fields Stanza and line demarcation Rhyme scheme Meter and rhythm 	<ul style="list-style-type: none"> Venn diagrams Semantic fields Stanza and line demarcation Rhyme scheme Meter and rhythm 	
Differentiation for MA and LA	<ul style="list-style-type: none"> Differentiated scaffolds Differentiated vocabulary Differentiated resources and texts where required and allowed Dual coding including multi-media texts 	<ul style="list-style-type: none"> Differentiated scaffolds Differentiated vocabulary Differentiated resources and texts where required and allowed Dual coding including multi-media texts 	<ul style="list-style-type: none"> Differentiated scaffolds Differentiated vocabulary Differentiated resources and texts where required and allowed Dual coding including multi-media texts 	<ul style="list-style-type: none"> Differentiated scaffolds Differentiated vocabulary Differentiated resources and texts where required and allowed Dual coding including multi-media texts 	<ul style="list-style-type: none"> Differentiated scaffolds Differentiated vocabulary Differentiated resources and texts where required and allowed Dual coding including multi-media texts 	<ul style="list-style-type: none"> Differentiated scaffolds Differentiated vocabulary Differentiated resources and texts where required and allowed Dual coding including multi-media texts 	
Enrichment and Cultural Learning 	<ul style="list-style-type: none"> Learning about the Edwardian and Post-War context Socialism vs Capitalism Sexism, class prejudice debates 	<ul style="list-style-type: none"> Learning about the contexts of Anthology poetry I.e. Crimean war, 19th Century sexism, The Troubles 	<ul style="list-style-type: none"> 19th Century texts and language leading to contextual understanding (not assessed) 	<ul style="list-style-type: none"> Learning about the Jacobean and Medieval context of Macbeth Political instability from Elizabeth to James 	<ul style="list-style-type: none"> Learning about the contexts of Anthology poetry I.e. Crimean war, 19th Century sexism, The Troubles 	<ul style="list-style-type: none"> Class debates & putting personal opinion to the fore 	
British values and SMSC 	<ul style="list-style-type: none"> Personal liberties - students are encouraged to express their own views. Democracy, understanding different perceptions of power and conflict Rule of law – contrasting the 	<ul style="list-style-type: none"> Democracy, understanding different perceptions of power and conflict Personal liberties of students are encouraged to express their own views. 	<ul style="list-style-type: none"> Rule of law – learning about totalitarian states Democracy – dissenting voices Mutual respect – forming opinions on texts 	<ul style="list-style-type: none"> Work on the rule of law in Macbeth The effects of lack of tolerance Focus on society vs the individual Rule of law – contrasting the present day with the context of AIC 	<ul style="list-style-type: none"> Democracy, understanding different perceptions of power and conflict <ul style="list-style-type: none"> Personal liberties of students are encouraged to express their own views. 	<ul style="list-style-type: none"> Democracy – dissenting voices Mutual respect – forming opinions 	

	present day with the context of AIC						
Personal Development 	<ul style="list-style-type: none"> Focus on the flaws in the character in AIC Ideas around truth and responsibility will be explored in depth 	<ul style="list-style-type: none"> Exploring personal identity and that of poets from other cultures. Building resilience through extended writing Building confidence, both verbally and in independent writing. 	<ul style="list-style-type: none"> Independence – texts all focus on independent voices Building resilience through extended writing. Building confidence, both verbally and in independent extended writing 	<ul style="list-style-type: none"> Focus on the flaws in the character of Macbeth and Lady Macbeth The Shakespearean ideal king Morals in the Jacobean era vs today 	<ul style="list-style-type: none"> Exploring personal identity and that of poets from other cultures. Building resilience through extended writing Building confidence, both verbally and in independent writing. 	<ul style="list-style-type: none"> Independence – texts all focus on independent voices Building resilience through extended writing. Building confidence, both verbally and in independent extended writing 	
Careers 	<ul style="list-style-type: none"> Ideas around business ownership and responsibility to your employees 	<ul style="list-style-type: none"> Role of the media in modern conflicts Role of the armed forces. 	<ul style="list-style-type: none"> Focus on the roles available in 19th Century society and how life has changed 	<ul style="list-style-type: none"> Work around the theme of ambition could relate to students 	<ul style="list-style-type: none"> Role of the media in modern conflicts Role of the armed forces. 	<ul style="list-style-type: none"> Poems often focus on the daily lives and experiences. Careers could spring from there 	

COLAI Curriculum Map

Subject: English

Year group: Year 11



	TERM 1		TERM 2		TERM 3	Assessment Opportunities
Unit title & description	English Language Paper 2	An Inspector Calls revision / Unseen poetry revision / Language Paper 1 revision	Macbeth revision / A Christmas Carol revision / Language Paper 2 revision	Power and conflict poetry revision / Language Paper 1 & 2 revision	Exams	
Sequencing: Knowledge and skills 	<ul style="list-style-type: none"> Subject specific vocabulary. Comprehension skills Inference skills Analytical skills working from grades 1-9 (personal response, identification of evidence, understanding writer's intent, word level analysis, alternative interpretation, audience response. Evaluation skills Comparison skills Essay writing skills to meet GCSE criteria – TEAKE and PEA-E, Pew-Pew Transactional writing 	<ul style="list-style-type: none"> Content of 15 named poems based on power and conflict. Contextual background named poems Poetry specific vocabulary for each named poem Poetic devices Analytical skills working from grades 1-9 (personal response, identification of evidence, understanding writer's intent, word level analysis, contextual linking, alternative interpretation, audience response.) Essay writing skills (including structure) 	<ul style="list-style-type: none"> 15 named poems + set of 'super poems' The content, characters, themes, devices and contexts of all poems Which poems compare well with others Analysing language Selecting evidence / quotes Interpreting the writers intent Applying context Offering alternative interpretations Recognising literary devices 	<ul style="list-style-type: none"> Quote selection Analysing language and structure How to evaluate Reading unseen texts Comparing texts All English Lit units covered in previous units therefore the curriculum map for all of those units applies Selecting quotes Analysing language and structure Evaluation Comparing texts Creative writing Transactional writing 		AP1 Language Paper 2 Weakest Lit section from Year 10 AP2 Language Paper 1 Literature Paper 2 AP3 Language Paper 2 Literature Paper 1 Spoken Language NEA pre-Christmas
Literacy and Reading 	<ul style="list-style-type: none"> Writing to analyse Writing to evaluate Comparison different types of creative / transactional writing 	<ul style="list-style-type: none"> Core skills: reading and writing SPAG Subject specific vocabulary Writing critically Writing creatively 	<ul style="list-style-type: none"> Extended writing skills Structured paragraph analysis Close reading and interpretations Comparison of poems 	<ul style="list-style-type: none"> Writing to analyse Writing to evaluate Comparison different types of creative / transactional writing 	<ul style="list-style-type: none"> 	
Numeracy 	<ul style="list-style-type: none"> Venn Diagrams Frequency patterns. Comparison skills 	<ul style="list-style-type: none"> Venn Diagrams Frequency patterns. Comparison skills 	<ul style="list-style-type: none"> Venn Diagrams Frequency patterns. Comparison skills 	<ul style="list-style-type: none"> Matching poems / techniques Patterns of language 	<ul style="list-style-type: none"> 	

Differentiation for MA and LA	<ul style="list-style-type: none"> Differentiated scaffolds Differentiated vocabulary Differentiated resources and texts where required and allowed 	<ul style="list-style-type: none"> Differentiated scaffolds Differentiated vocabulary Differentiated resources and texts where required and allowed Dual coding including multi-media texts 	<ul style="list-style-type: none"> Differentiated scaffolds Differentiated vocabulary Differentiated resources and texts where required and allowed Dual coding including multi-media texts 	<ul style="list-style-type: none"> Differentiated scaffolds Differentiated vocabulary Differentiated resources and texts where required and allowed Dual coding including multi-media texts 	<ul style="list-style-type: none"> 	
Enrichment and Cultural Learning	<ul style="list-style-type: none"> Debate skills Creative writing club Reading/ writing clubs based in library. 	<ul style="list-style-type: none"> Learning about the Edwardian and Post-War context Socialism vs Capitalism Sexism, class prejudice debates 	<ul style="list-style-type: none"> Learning about the Jacobean and Medieval context of Mabeth Political instability from Elizabeth to James 	<ul style="list-style-type: none"> Learning about the contexts of Anthology poetry I.e. Crimean war, 19th Century sexism, The Troubles 	<ul style="list-style-type: none"> 	
British values and SMSC	<ul style="list-style-type: none"> Non-fiction texts allow for opinion articles and responses 	<ul style="list-style-type: none"> Rule of law – learning about totalitarian states Democracy – dissenting voices Mutual respect – forming opinions on texts 	<ul style="list-style-type: none"> Emphasis on personal opinion and the right to express your views Tolerance around debates in transactional writing 	<ul style="list-style-type: none"> Many poems from the point of view of British combatants Poems critiquing British involvement in conflicts around the world Viewpoints from other cultures and perspectives 	<ul style="list-style-type: none"> 	
Personal Development	<ul style="list-style-type: none"> Independence – texts all focus on independent voices Resilience of pupils given the stamina and training required to complete the exam 	<ul style="list-style-type: none"> Independence – texts all focus on independent voices Building resilience through extended writing Building confidence, both verbally and in independent creative writing 	<ul style="list-style-type: none"> Examinations of the narrator's role and perspectives Students encouraged to debate the role of the narrator and challenge viewpoints 	<ul style="list-style-type: none"> Resilience of pupils given the stamina and training required to complete the exam 	<ul style="list-style-type: none"> 	
Careers	<ul style="list-style-type: none"> Non-fiction texts allow for discussion of careers plus that of journalist or writer 	<ul style="list-style-type: none"> Politics features in all texts Sociology – critique of societies Psychology – analysis of states of mind 	<ul style="list-style-type: none"> Creative writing / Transactional can be linked to all relevant career areas 	<ul style="list-style-type: none"> Roles such as soldier, media work are discussed in the poems 	<ul style="list-style-type: none"> 	