



## Curriculum Map: Subject: English and Media

### Overall Department Intent:

*At Abbey Park School, the application of reading and writing underpins the success of pupils in all curriculum areas. Consequently, the English and Media department has an integral role to play. We provide an inspirational and challenging learning journey which enables pupils to explore a wide range of texts and develop their enjoyment of reading for pleasure. We draw connections between the curriculum and wider world so that pupils grow into empathetic and understanding members of society, having experienced cultural exposure in the English and Media journey.*

### Year 10 2024-2025:

Term	Unit of Work	Knowledge and Skills	Assessment
<b>1</b>	20 <sup>th</sup> & 21 <sup>st</sup> Century Literature: An Inspector Calls	<b>How do texts present, reflect and challenge ideas and events in the 20<sup>th</sup> and 21<sup>st</sup> century?</b> Students will consider Priestley's key themes and ideas in relation to the time period the play is set, the period it was written in and the relevance today. They will need to annotate and analyse key moments from the text to prepare for the Part B task; to prepare for Part A, students will practise comparing extracts from the text with unseen extracts and explore how different setting and language alter the way ideas and characters are shown.	<b>Main task:</b> Part B Task – discussion of a key moment from the text. <b>Other key piece:</b> Part A Task – comparison of an extract with an unseen play.
<b>2</b>	Non-fiction Writing: Language Paper 01	<b>How is writing adapted to suit audience, form and purpose?</b> With reference to 19 <sup>th</sup> and 20 <sup>th</sup> Century pieces of non-fiction, students will need to identify key information, compare, analyse and then evaluate the texts, as they work through the reading section of the Language paper. To prepare for the writing section, students will recap the conventions of different non-fiction writing styles and consider how to adapt their writing to the task. <b>How can we present our views effectively through oracy?</b> Students will plan and deliver their GCSE Spoken Language piece of work as individuals or as part of a group discussion	<b>Main task:</b> Section B: persuasive speech writing task. <b>Other key piece:</b> Spoken Language assessment: delivering their speech for assessment.
<b>3</b>	Poetry: OCR Conflict Collection	<b>How can poetry be used to present different ideas and emotions?</b> Using the Conflict collection from the OCR anthology, students will explore poems spanning from the late 18 <sup>th</sup> to the 21 <sup>st</sup> Century. They will consider how form, language and structure are used to communicate the writer's ideas and practise comparing these poems to unseen poetry.	<b>Main task:</b> Part B Task – analysis of a studied poem. <b>Other key piece:</b> Part A Task – comparison task.
<b>4</b>	Fiction Writing:	<b>How can imaginative writing produce specific effects and tone?</b>	<b>Main task:</b>



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	Language Paper 02	Using pieces of fiction or literary non-fiction from the 19 <sup>th</sup> to 21 <sup>st</sup> centuries, students will practise the approach to the Section A tasks (that mirror those of Paper 01), before practising their creative writing for Section B with a close focus on tone and atmosphere. <b>Note: A mock exam for this paper will take place in Term 5.</b>	Section B: writing task. <b>Other key piece:</b> Section A: evaluation task (question 4)
<b>5 &amp; 6</b>	Literature and Context: <i>Dr Jekyll and Mr Hyde</i> Revision for Mocks/ Retrieval and Consolidation	<b><i>Note: there will be some flexibility with the order of study across these terms to accommodate when the mock exams will take place and to work around other trips and events for Y10 during this period.</i></b> <b>How do texts present, reflect and challenge the time period they were written in? How are these ideas relevant to today?</b> In preparation for Literature Paper 01, students will explore and analyse the characters and themes presented in <i>Dr Jekyll and Mr Hyde</i> , whilst considering their relationship to the Victorian context in which it was written. They will need to identify, analyse and learn a range of key quotations. <b>Mock exams: Language Paper 02</b> Students will have some time to consolidate knowledge from previous terms in order to revise and prepare for their mocks; there will also be time after the papers have been marked to reflect on them and improve responses.	<b>Main Tasks – 1 per term:</b> 1) Mock Exam 2) Jekyll and Hyde Exam Style Question. <b>Other key pieces – 1 per term:</b> 1) Practice exam style task for Jekyll and Hyde. 2) Creative writing as practice for mock, or as consolidation of conventions in Jekyll and Hyde.



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Year 11: 2024-25

Term	Unit of Work	Knowledge and Skills	Assessment
1	Shakespeare: The Merchant of Venice.	<b>How do Shakespeare's plays explore relationships and human feelings?</b> With consideration for the Elizabethan audience and modern viewers, students will explore how the characters and their attitudes towards others are presented in this play. They will draw on the analytical writing skills that they have developed over the course of Year 10 to confidently annotate and analyse features of language, structure and form.	<b>Main task:</b> Exam style task. <b>Other key piece:</b> Either a discussion task for Shakespeare, or a practice language task in preparation for the mocks.
2	Revision for Dec. mocks.	<b>How can imaginative writing produce specific effects and tone?</b> To prepare for their upcoming mocks, students will return to Language Paper 01 and practise their approach to both the reading and writing sections of this paper, ensuring that they feel confident knowing what skills and style of response is needed for each task. <b>How can poetry be used to present different ideas and emotions?</b> Students will revisit the OCR Conflict Poetry Collection in order to revise for the December mocks. They will revisit key themes and quotations and practise applying their knowledge to exam tasks as well as consolidating their understanding of how to approach the exam and structure answers to ensure success.	<b>THROUGHOUT Y11 STUDENTS WILL COMPLETE AN 'EXAM FRIDAY' TASK EVERY OTHER WEEK.</b> This will be chosen to link in with their revision and feedback will be provided by their teacher.  <b>Mock Exams:</b> Language Paper 01 (non-fiction); Literature Paper 02 (Merchant of Venice and Conflict Poetry)
3	Revision for Feb. mocks.	<b>How is writing adapted to suit audience, form and purpose?</b> <b>How do texts present, reflect and challenge ideas and events in the 20<sup>th</sup> and 21<sup>st</sup> century?</b> <b>How do texts present, reflect and challenge the time period they were written in? How are these ideas relevant to today?</b> Revisiting Language Paper 02 and Literature Paper 01, students will spend time recalling the key knowledge needed for these exams as well as the skills they need to demonstrate to meet the Assessment Objectives. They will then spend time practising applying the skills and knowledge to a range of exam style questions before sitting their mock exams.	<b>Mock Exam:</b> Language Paper 02 (fiction); Literature Paper 01 (An Inspector Calls and Jekyll & Hyde)
4	Revision	Each class will follow a revision programme designed by their class teacher to focus on key areas for development that have been identified in the mock exams and ensure students feel completely prepared and confident with all aspects of their Literature and Language exams.	Continuation of Exam Fridays: Exam style tasks completed in the classroom.
5	Revision	Students will continue to revise for their exams, with their class teacher continuing to adapt the lessons to suit the class's needs. At this time, students will also be encouraged to independently practise crafting exam responses to hand in to their teacher for feedback.	<b>GCSE Examinations</b>



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