



Curriculum Map

Subject: English Year Group: 10

GCSE English - developing independence in literary argument and Language Paper 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Content	An Inspector Calls	Language Paper 1	Love and Relationships Poetry	Love and Relationships Poetry	Unseen Poetry, cumulative retrieval and revision
Skills	- Analyse the whole play - Select and embed quotations judiciously - Explore dramatic methods and structure - Integrate social/historical context - Write a clear conceptual thesis - Sustain and develop an argument	- Retrieve and infer securely - Analyse language and structure precisely - Evaluate a writer's methods and effects - Plan and craft imaginative writing - Control structure, tone and technical accuracy - Manage time across a full paper	- Analyse poems closely - Explore form, structure and language - Build thematic links across anthology poems - Select comparative evidence - Integrate context where relevant - Develop thesis-led comparative paragraphs	- Compare poems conceptually rather than feature-spot - Explore ambiguity and alternative readings - Sustain comparison across an essay - Use subject terminology selectively - Refine introductions and conclusions	- Read unseen poems independently - Generate a defensible interpretation quickly - Analyse precise methods - Compare unseen poems under timed conditions - Interleave retrieval of Literature knowledge - Use feedback to prioritise revision
Key questions	- How does Priestley present responsibility and social inequality? - How does the play expose conflict between generations? - How does dramatic structure shape the audience's judgement?	- How do writers use language and structure to shape a reader's response? - What makes an evaluation convincing? - How can imaginative writing be both controlled and engaging?	- How do poets present different kinds of love and relationship? - How do form and structure shape attitudes? - Which conceptual links create meaningful comparisons?	- How can one quotation support several arguments? - How do we handle poems with contrasting perspectives? - How can comparison remain sustained rather than bolted on?	- How can we approach an unfamiliar poem methodically? - What makes a perceptive rather than speculative interpretation? - How can revision target gaps rather than repeat strengths?
Assessment	An Inspector Calls - 45 min - whole-play analysis	Language Paper 1 - Reading 1 hr; Writing 45 min - reading and creative writing	Love and Relationships Poetry - timed formative assessment - poetry analysis	Love and Relationships Poetry - timed formative assessment - comparison	Poetry + Unseen Poetry - 1 hr 15; Language Paper 1 - 1 hr 45

Year 10 Curriculum Map - continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Literacy / SMSC / Character / Cultural Capital	Concepts: responsibility, class, gender, capitalism/socialism, generational conflict. Subject vocab: dramatic irony, stage directions, cyclical structure, mouthpiece, foil, symbolism, denouement. General vocab: collective, individualism, culpability, inequality, exploitation. Cultural capital: Edwardian Britain and 1945 audience; class structures, gender expectations, welfare and social responsibility.	Concepts: viewpoint, narrative, structure, evaluation, craft. Subject vocab: inference, connotation, semantic field, focalisation, structural shift, motif, cyclical structure. General vocab: evaluate, compelling, credible, nuanced, deliberate. Cultural capital: encountering fiction from varied contexts; understanding how prose writers construct reader response; independent exam literacy.	Concepts: love, desire, memory, power, family, loss. Subject vocab: sonnet, elegy, volta, caesura, enjambment, refrain, juxtaposition, extended metaphor. General vocab: intimacy, devotion, estrangement, possessive, transience. Cultural capital: poetic traditions across periods; changing attitudes to relationships, gender and family.	Concepts: comparison, ambiguity, interpretation, pattern. Subject vocab: form, metre, rhyme scheme, speaker, motif, semantic field, structural contrast. General vocab: reciprocal, conflicted, idealised, dysfunctional, enduring. Cultural capital: building a comparative literary framework across historical periods and poetic traditions.	Concepts: independence, interpretation, synthesis, revision. Subject vocab: unseen, thesis, inference, method, structural pattern, comparative connective. General vocab: tentative, plausible, perceptive, coherent, synthesis. Cultural capital: confidence with unfamiliar literature; revision as retrieval, application and reflection rather than passive rereading.

Curriculum progression: reading, writing, oracy, vocabulary and cultural knowledge are revisited with increasing independence and sophistication.