



**Curriculum Overview: English**  
**Year group: 10**

**What your child will learn each half term:**

This overview shows the key topics, skills, and knowledge your child will be learning in **English in Year 10**. It helps families understand what's being taught, how it builds on previous learning, and how you can support your child at home.

- **What we are learning:** The topic or focus for the half term.
- **Key knowledge & skills:** What students should understand and be able to do.
- **How we assess learning:** knowledge checks, practical tasks, written responses and formal assessments.
- **Key words to know:** Vocabulary students will learn and use.

Half term	What we are learning	Key knowledge and key skills	How we will assess learning in this unit	Homework
1	<b>Introduction to GCSE English Language and Literature</b>  <b>GCSE English Literature: EDUQAS Poetry Anthology (war &amp; conflict)</b>	<ul style="list-style-type: none"><li>• Understand the main themes, ideas, and attitudes explored in the poems.</li><li>• Analyse how poets convey meaning, exploring language, structure, and form throughout a poem.</li><li>• Recognise the context of the poem and poet, and how this influences meaning.</li><li>• Write confidently about poetry using clear academic style and appropriate tone.</li><li>• Make links between poems, drawing structured comparisons across themes, ideas, and techniques.</li><li>• Compare poems effectively, using knowledge of the anthology to explore similarities and differences in meaning, style, and impact.</li></ul> <p>Poems to be studied:</p> <ul style="list-style-type: none"><li>• War Photographer</li><li>• Drummer Hodge</li><li>• Disabled</li><li>• Kamikaze</li><li>• Remain</li></ul>	<p>Knowledge checks on poetic techniques, key quotations, and context.</p> <p>Shorter and longer reading responses in line with EDUQAS mark scheme.</p>	1 x 60 minutes per week.
<p>Key Vocabulary: (Tier 2 and 3)</p> <p>anguish, anti-establishment, articulate, awe, detachment, egotistical, erosion, futility, misery, oppression, radical, relentless, political power, tyranny, superiority, character, perspective, narrative voice, speaker, structure, volta, stanza, sonnet, dramatic monologue, caesura, enjambment, end-stopped lines, ellipsis, metaphor, extended metaphor, symbolism, juxtaposition, imagery, anaphora, romanticism, irony.</p>				
2	<b>GCSE English Literature: A Christmas Carol by Charles Dickens</b>	<ul style="list-style-type: none"><li>• Understand the plot, characters, and key themes of <i>A Christmas Carol</i>.</li><li>• Analyse how Dickens creates character and conveys his message through character development.</li><li>• Explore how Dickens structures the novella for effect and impact.</li></ul>	<p>Knowledge checks on literary techniques, key quotations, and context.</p> <p>Shorter and longer reading responses in line with EDUQAS mark scheme.</p>	1 x 60 minutes per week.

		<ul style="list-style-type: none"> <li>• Understand Dickens' intentions for writing the novella.</li> <li>• Examine and discuss central themes such as transformation, redemption, and Christmas with confidence.</li> <li>• Recognise the historical context and how it influenced Dickens and the novella's meaning.</li> <li>• Write analytical responses about the novella using evidence and clear reasoning.</li> <li>• Prepare for exams by understanding question types and how to answer effectively under timed conditions.</li> </ul>		
<p>Key vocabulary: : (Tier 2 and 3)</p> <p>avarice, apparition, apprehensive, benevolent, congenial, destitute, facetious, indignant, inexplicable, malevolent, metamorphosis, misanthropic, morose, ominous, penitence, philanthropic, resolute, solitary, transformative, wistful.</p> <p>perspective, stave, novella, omniscient, episodic, vignette, allegorical, vehicle, moral, symbolic representation, cyclical structure, protagonist.</p> <p>Language of analysis:</p> <p>intensifies, deflates, escalates, suggests, implies, reiterates, demonstrates, amplifies, develops.</p>				
<b>3</b>	<b>GCSE English</b> <b>Language:</b> <b>Component 2.</b> <b>Non-fiction</b> <b>comprehension &amp;</b> <b>transactional writing</b>	<ul style="list-style-type: none"> <li>• Develop reading skills, building on prior knowledge and experience.</li> <li>• Locate and retrieve key information from texts accurately.</li> <li>• Find and embed evidence to support interpretations fluently.</li> <li>• Analyse how writers use language and structural methods to create effects.</li> <li>• Evaluate texts and make informed judgements.</li> <li>• Understand audience, purpose, format, and tone in a range of texts.</li> <li>• Plan and structure articles, guides, and letters effectively for a specific audience and purpose.</li> <li>• Use key conventions and devices appropriate to each writing form.</li> <li>• Persuade and argue, using language to influence and convince an audience.</li> <li>• Write accurately and for effect, applying correct grammar, punctuation, spelling, and varied sentence structures.</li> </ul>	<p>Knowledge checks on literary techniques, key quotations, and context.</p> <p>Reading comprehension questions.</p> <p>Written transactional writing tasks.</p>	1 x 60 minutes per week.
<p>Key Vocabulary: (Tier 2 and 3)</p> <p>abhor, alacrity, brazen, coerce, desolate, diligent, gruelling, incisive, indolent, intrepid, maverick, myriad, oblivious, plethora, sacrifice, unequivocally, first person, reported speech, use of numbers, emotive language, lists, Author, writer, article, sincerely</p> <p>Language of Analysis:</p> <p>Intensifies, deflates, escalates, reveals, mirrors, reflects, reiterates, demonstrates, validates, signifies, stresses, insinuates, advocates, emphasises, illustrates, juxtaposes,</p>				

4	<b>GCSE English Literature:</b> <b>An Inspector Calls by J.B. Priestley</b>	<ul style="list-style-type: none"> <li>Understand the plot, characters, and key themes of <i>An Inspector Calls</i>.</li> <li>Analyse how Priestley creates dramatic tension and maintains audience interest.</li> <li>Understand Priestley's purpose and intentions for writing the play.</li> <li>Examine and discuss central themes such as power, equality, and responsibility with confidence.</li> <li>Develop skills to approach extract-based ('explode the extract') questions effectively.</li> <li>Make thoughtful, developed points that include inferences and begin to evaluate.</li> <li>Maintain a clear focus on the question throughout written responses.</li> <li>Use a wide range of references and quotations from across the text to show secure understanding.</li> <li>Select supporting references and quotations carefully to strengthen analysis.</li> <li>Explain the effects of language, form, and structure with secure, developed reasoning.</li> <li>Write accurately and for effect, using correct grammar, punctuation, spelling, and varied sentence structures.</li> </ul>	<p>Knowledge checks on literary techniques, key quotations, and context.</p> <p>Shorter and longer reading responses in line with EDUQAS mark scheme.</p>	1 x 60 minutes per week.
<p>Key Vocabulary: : (Tier 2 and 3)</p> <p>conceited, contrition, contrite, empathy, feminism, intimidation, hypocrisy, morality, obsequious, officious, privileges, remorse, repent, universal, sycophancy</p> <p>Priestley, character, stage directions, playwright, dramatic irony, socialism, capitalism, democracy, antithesis</p> <p>Language of Analysis:</p> <p>Intensifies, deflates, escalates, reveals, mirrors, reflects, reiterates, demonstrates, validates, signifies, stresses, insinuates, advocates, emphasises, illustrates, juxtaposes,</p>				
5	<b>GCSE English Language:</b> <b>Narrative Writing (3 weeks)</b>	<ul style="list-style-type: none"> <li>Develop narrative skills, building on KS3: character, setting, structure, tension, and effective endings.</li> <li>Write clearly and coherently, maintaining a consistent perspective, structure ideas logically, and link details effectively.</li> <li>Include rich detail by describing characters, emotions, and settings precisely; use dialogue to develop plot and character.</li> <li>Use language and punctuation effectively: choose vocabulary for effect, vary sentence structures, maintain consistent tenses, and punctuate accurately.</li> <li>Prepare for GCSE: plan, write, and edit narratives under timed conditions, focusing on audience, purpose, and impact.</li> </ul>	<p>Knowledge checks on writing techniques.</p> <p>Narratives written in timed conditions.</p>	1 x 60 minutes per week.

	<b>GCSE English Literature: EDUQAS Poetry Anthology (childhood/identity)</b>	<ul style="list-style-type: none"> <li>Understand the main themes, ideas, and attitudes explored in the poems.</li> <li>Analyse how poets convey meaning, exploring language, structure, and form throughout a poem.</li> <li>Recognise the context of the poem and poet, and how this influences meaning.</li> <li>Write confidently about poetry using clear academic style and appropriate tone.</li> <li>Make links between poems, drawing structured comparisons across themes, ideas, and techniques.</li> <li>Compare poems effectively, using knowledge of the anthology to explore similarities and differences in meaning, style, and impact.</li> </ul> <p>Poems to be studied:</p> <ul style="list-style-type: none"> <li>The Schoolboy</li> <li>Blackberry Picking</li> <li>Cousin Kate</li> <li>Catrin</li> </ul>	<p>Knowledge checks on literary techniques, key quotations, and context</p> <p>Shorter and longer reading responses in line with EDUQAS mark scheme.</p>	
<p>Key Vocabulary: : (Tier 2 and 3)</p> <p>Emphasize, Significant, Reveal, Convey Influence, Contrast, Emerge, Interpret, Transform, Impact, Consequence, Portray, Evocative, Subtle, Tension, Protagonist, Antagonist, Foreshadowing, Climax, Resolution, Conflict, Narrative perspective, Characterisation, Motif, Theme, Tone, Imagery, Metaphor, Simile, Personification</p> <p>Poetry tier 2 and 3 vocabulary:</p> <p>Reflect, Explore, Reveal, Convey, Evoke, Suggest, Emphasise, Contrast, Interpret, Develop, Challenge, Question, Perspective, Memory, Identity, Emotion, Persona, Speaker, Stanza, Enjambement, Caesura, Rhyme, Rhythm, Alliteration, Assonance, Imagery, Symbolism, Metaphor, Simile, , Tone, Theme, Form, Structure, Diction, Repetition</p>				
6	<b>GCSE English Language Spoken Language Assessment</b>	<ul style="list-style-type: none"> <li>Understand how to structure a speech effectively for a specific audience and purpose.</li> <li>Use key speech conventions and rhetorical devices to enhance impact.</li> <li>Persuade and argue, influencing an audience to a particular point of view.</li> <li>Apply vocabulary, sentence structures, and punctuation deliberately to convey meaning, create effect, and engage the listener.</li> </ul>	<p>GCSE Spoken Language Assessment.</p>	1 x 60 minutes per week.
	<b>GCSE English Literature:</b>	<ul style="list-style-type: none"> <li>Understand the main themes, ideas, and attitudes explored in the poems.</li> </ul>	<p>Knowledge checks on literary techniques, key quotations, and context</p>	

	<b>EDUQAS Poetry Anthology (love/nature)</b>	<ul style="list-style-type: none"> <li>Analyse how poets convey meaning, exploring language, structure, and form throughout a poem.</li> <li>Recognise the context of the poem and poet, and how this influences meaning.</li> <li>Write confidently about poetry using clear academic style and appropriate tone.</li> <li>Make links between poems, drawing structured comparisons across themes, ideas, and techniques.</li> <li>Compare poems effectively, using knowledge of the anthology to explore similarities and differences in meaning, style, and impact.</li> </ul> <p>Poems to be studied:</p> <ul style="list-style-type: none"> <li>I Wandered Lonely as a Cloud</li> <li>Sonnet 29</li> <li>Decomposition</li> <li>Dusting the Phone</li> <li>Origin Story</li> <li>I Shall Return</li> </ul>	<p>Shorter and longer reading responses in line with EDUQAS mark scheme.</p>	
<p>Tier 2 &amp; 3 vocabulary:          Articulate, Convey, Communicate, Clarify, Express, Emphasise, Respond, Engage, Listen, Adapt, Persuade, Influence, Question, Reflect, Summarise, Participate, Contribute, Develop, Evaluate, Interaction, Audience, Register, Tone, Pace, Intonation, Projection, Diction, Fluency, Coherence, Structure, Argument, Explanation, Justify, Evidence, Emphasis, Gesture, Formality</p> <p>Poetry tier 2 and 3 vocabulary:          Reflect, Explore, Reveal, Convey, Evoke, Suggest, Emphasise, Contrast, Interpret, Develop, Challenge, Question, Perspective, Memory, Identity, Emotion, Persona, Speaker, Stanza, Enjambement, Caesura, Rhyme, Rhythm, Alliteration, Assonance, Imagery, Symbolism, Metaphor, Simile, , Tone, Theme, Form, Structure, Diction, Repetition</p>				