Curriculum Overview:
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	Key vocabulary for this unit
1 (First 2 weeks)	**Introduction to GCSE English Language and Literature**	Students will: • Develop the core reading and comprehension skills required for GCSE English Language and English Literature. • Understand the structure and requirements of both GCSE courses. • Explore the key assessment objectives for reading: retrieval, inference, analysis, comparison and evaluation. • Learn how to identify explicit and implicit meanings within a range of fiction and non-fiction texts. • Select and use relevant evidence to support interpretations. • Develop analytical writing by explaining how writers use language, structure and form to create meaning. • Build confidence using subject terminology whilst always focusing on meaning and interpretation. • Compare ideas, perspectives and methods across texts. • Engage with texts on a personal and critical level, developing informed responses. • Explore key themes, character relationships and writer's messages in unseen texts. • Develop discussion, annotation and collaborative reading skills using a talk-model-write approach. • Become familiar with the KS4 reading list and the expectations of GCSE English.	Assessment is ongoing throughout the unit and is used to establish GCSE expectations and identify individual strengths and areas for development. Students receive regular feedback through discussion, annotation, retrieval activities, analytical writing, self-assessment and book looks. **Reading Assessment** • Select and retrieve explicit and implicit information. • Explain, comment on and analyse texts. • Explore language, structure and form. • Compare ideas and perspectives across texts. • Evaluate writers' choices and viewpoints.	1 x 60 minutes per week.	**Language of Analysis** • Intensifies • Mirrors • Reflects • Reiterates • Demonstrates • Validates • Signifies • Stresses • Insinuates • Advocates • Juxtaposes **Subject Terminology** • Relationships • Character • Voice • Stanza • Thoughts and Feelings • Metaphor • Symbolism • Connotations • Language • Structure • Form • Evaluation • Comparison

			• Support interpretations with relevant evidence. • Write clear analytical responses to unseen fiction, non-fiction and poetry texts. • Analytical paragraph writing. • Comparative responses. **Writing Assessment** • Use of subject terminology. • Selection and integration of evidence. • Clear explanation of ideas and writer's methods. • Accurate spelling, punctuation and grammar.		
1	**GCSE English Literature: EDUQAS Poetry Anthology (war & conflict)**	Students will: • Study and analyse a range of conflict poems from the anthology. • Develop understanding of how poets present war, conflict and human experience. • Explore themes including conflict, violence, loss, duty, suffering and patriotism. • Analyse language, structure and form in detail. • Understand how social, historical and cultural contexts influence poetry. • Develop comparative skills by identifying similarities and differences between poems.	**Formal Assessment Points** **Checkpoint 1:** Part A analytical response on *War Photographer*. **Checkpoint 2:** Two comparative paragraphs linking *War Photographer* with another anthology poem.	1 x 60 minutes per week.	Detachment Devotion Exhaustion Fragility Futility Humanity Idealism Innocence Mournful Patriotism Enjambment

		• Explore poets' attitudes, perspectives and intentions. • Use quotations effectively to support interpretations. • Write analytical and comparative responses suitable for GCSE Literature. • Develop confidence in making links between poems through themes and ideas. • Use subject terminology accurately and purposefully. • Build revision strategies including retrieval practice, quotation learning and thematic comparison. Poems to be studied: • War Photographer • Drummer Hodge • Disabled • Kamikaze • Remain	**End Assessment:** GCSE-style Part A and Part B response answering:		
2	**GCSE English Literature:** **A Christmas Carol by Charles Dickens**	Students will: • Develop a detailed understanding of the plot, characters and themes of *A Christmas Carol*. • Track Scrooge's transformation from a selfish, isolated businessman to a compassionate and generous member of society. • Explore how Dickens uses the Ghosts of Christmas Past, Present and Yet to Come to drive Scrooge's moral and emotional journey. • Analyse how Dickens presents key themes including poverty, family, Christmas, redemption, social responsibility, generosity and change. • Understand how Dickens uses characters as symbols and constructs to communicate broader social messages. • Explore Dickens' intentions in challenging Victorian attitudes towards poverty and social inequality.	**Formal Assessment Points** **Checkpoint 1** Question: How does Dickens present Scrooge to the reader in the opening stave of the novella? 2 analytical paragraphs. Focus on first impressions of Scrooge. Analysis of Dickens' methods and intentions. Application of contextual knowledge. **Checkpoint 2** Question: How does Dickens present family in	1 x 60 minutes per week.	Redemption Compassion Isolation Benevolence Transformation Allegory Personification Juxtaposition Pathetic Fallacy Social Critique

		• Examine how social, historical and religious contexts influence the novella, including:
		  • Victorian poverty
		  • The Poor Laws
		  • Malthusian theory
		  • Industrialisation
		  • Education
		  • Religion
		  • Victorian Christmas traditions
		• Develop "explode the extract" skills through close analysis of key quotations and extracts.
		• Build knowledge of significant quotations and learn how to embed them into analytical responses.
		• Write increasingly sophisticated analytical responses using AO1, AO2 and AO3 skills.
		• Develop confidence in linking language, structure and form to Dickens' purpose and message.
		• Compare different stages of Scrooge's journey and evaluate how Dickens achieves his moral purpose.
			Stave 3 and the wider novel?
			
			Explicit essay planning.
			Selection of evidence from across the text.
			2 analytical paragraphs using own knowledge.
			Development of whole-text understanding.
			
			Checkpoint 3: Final End of Unit Assessment
			
			40-Mark GCSE-Style Literature Question
			
			Students respond to either a:
			• Character Question (e.g. Scrooge), or
			• Theme Question (e.g. Family, Poverty, Christmas).
			
			Students are expected to:
			
			• Analyse the given extract.
			• Link ideas to the wider novella.
			• Use embedded quotations.
			• Explore language, structure and form.
			• Apply relevant contextual knowledge throughout.		

			• Comment on Dickens' purpose and intentions.		
3	**GCSE English Language: Component 2. Non-fiction comprehension & transactional writing**	Students will: • Develop the reading and comprehension skills required for GCSE English Language Paper 2. • Understand how to approach each reading question and the assessment objectives being tested. • Practise selecting explicit and implicit information from non-fiction texts. • Develop skills in explanation, analysis, comparison and evaluation. • Learn how to synthesise information from multiple sources. • Develop effective skimming and scanning techniques to improve speed and accuracy when reading. • Understand the time requirements and expectations of the GCSE examination. • Read and analyse a range of non-fiction texts, including speeches, articles, letters and guides. • Evaluate writers' viewpoints, attitudes and perspectives. • Develop transactional writing skills across a range of formats. • Adapt writing to suit purpose, audience and form. • Establish and maintain a clear viewpoint throughout a piece of writing. • Use persuasive and rhetorical devices effectively. • Develop extended and detailed content through planning and paragraph development. • Improve accuracy in spelling, punctuation and grammar. • Use sophisticated vocabulary and varied sentence structures to increase impact. • Produce writing that is engaging, convincing and appropriate to the intended audience.	**Reading Comprehension Paper 1 (Miners 2019):** guided walkthrough and modelling of all question types. **Reading Comprehension Paper 2 (Astronauts 2021):** timed question practice with self and peer assessment. **Reading Comprehension Paper 3:** exam-condition assessment followed by teacher feedback and improvement tasks. **Writing Assessment** **Checkpoint One: Speech / Talk Question:** *Should school uniforms be banned?* • Focus on persuasive writing. • Development of a clear viewpoint. • Use of rhetorical devices and audience awareness. • Peer assessment and live marking. **Checkpoint Two Article Writing**	1 x 60 minutes per week.	Audience Purpose Perspective Viewpoint Tone Bias Rhetorical Question Emotive Language Persuasion Evaluation Comparison Synthesis Register Formal Informa

			• Focus on adapting writing for a specific audience and purpose. • Development of engaging and detailed content. • Peer assessment and live marking.		
4	**GCSE Speaking and Listening:** **Speech Writing for Spoken Language Assessment**	Students will: • Understand the requirements of the GCSE Spoken Language Presentation and the criteria for Pass, Merit and Distinction. • Explore a range of effective speeches and analyse how speakers engage and influence their audience. • Identify and apply rhetorical devices, persuasive techniques and engaging methods used in successful speeches. • Select and develop a topic of personal interest, creating a clear viewpoint and strong individual voice. • Plan, organise and structure a speech effectively to communicate ideas logically and persuasively. • Adapt language, tone and vocabulary to suit a formal audience and purpose. • Develop confidence in speaking clearly, fluently and with expression. • Use body language, eye contact, gesture and posture effectively to engage an audience. • Present opinions and arguments using evidence, examples and developed reasoning. • Respond confidently and appropriately to audience questions. • Listen actively and respectfully to the opinions and contributions of others. • Refine, rehearse and improve presentations through self, peer and teacher feedback.	**GCSE Speaking and Listening Assessment Criteria:** • Delivery of a formal spoken presentation to an audience. • Use of clear expression, confident delivery and appropriate pace. • Effective use of body language, eye contact and vocal techniques. • Ability to engage an audience through persuasive methods and rhetorical devices. • Organisation of ideas into a clear and coherent presentation. • Ability to respond appropriately to audience questions.	1 x 60 minutes per week.	Speech Audience Purpose Perspective Viewpoint Persuasion Rhetorical Question Repetition Tone Formal Register

			• Demonstration of active listening and respectful participation. **Writing Assessment** • Planning and drafting a formal speech. • Organising ideas logically and effectively. • Selecting appropriate vocabulary and persuasive techniques. • Writing for a specific audience and purpose. • Applying accurate spelling, punctuation and grammar. • Editing and refining written work before delivery.		
4	**GCSE English Literature: EDUQAS Poetry Anthology (childhood/identity)**	Students will: • Develop a detailed understanding of poems linked through the themes of childhood and identity. • Explore how poets present experiences of growing up, memory, innocence, relationships, freedom, identity and belonging. • Analyse how language, structure and form are used to communicate ideas and emotions. • Explore how context influences the perspectives and experiences presented in the poems.	**Formal Assessment Points** **Checkpoint One Part A Response Analytical response on Catrin** • Two analytical paragraphs. • Focus on language, structure, form and context.	1 x 60 minutes per week	Oppression Deprivation Temptation Obsession Anticipation Disappointment Corruption Betrayal Exploitation Vulnerability Illegitimacy Resentment

		• Develop confidence in identifying and analysing key themes across multiple poems. • Build comparison skills by making thematic links between anthology poems. • Understand how poets present personal experiences and wider social issues through poetry. • Select and analyse relevant quotations to support interpretations. • Explore tone, attitude and viewpoint within poetry. • Develop analytical writing skills for both single-poem and comparative responses. • Use literary terminology accurately and purposefully. • Strengthen GCSE essay-writing skills through Part A and Part B poetry responses. • Revise and retain key quotations, contextual knowledge and thematic connections through retrieval practice and low-stakes quizzing. Poems to be studied: • The Schoolboy • Blackberry Picking • Cousin Kate • Catrin	• Exploration of a key theme or relationship within the poem. **Checkpoint Two Comparative Response** • Two comparative paragraphs. • Comparison between anthology poems linked through themes such as childhood, innocence, power, identity or relationships. • Development of thematic links and contextual understanding. **End of Unit Assessment GCSE-Style Poetry Response:** • Part A: Analysis of a named anthology poem. • Part B: Comparison with a second anthology poem. Responses assess students' ability to analyse methods, explore context and compare ideas across texts.		

5	**GCSE English Literature:** **An Inspector Calls by J.B. Priestley**	Students will: • Develop a secure understanding of the plot, characters and themes of *An Inspector Calls*. • Explore how Priestley uses the Inspector as a vehicle for his political and social messages. • Understand how the events surrounding Eva Smith connect the characters and expose their moral responsibility. • Analyse how Priestley presents social responsibility, class inequality, gender, power, wealth, truth and morality. • Explore the play as a piece of political and social theatre designed to challenge audience attitudes. • Understand the differences between capitalist and socialist viewpoints and how these are presented through the characters. • Examine how dramatic devices such as dramatic irony, foreshadowing, stage directions, entrances and exits, the photograph and the telephone contribute to meaning. • Analyse changing relationships and power dynamics between characters throughout the play. • Track how individual characters respond to guilt, responsibility, remorse and accountability. • Explore the generational divide between younger and older characters. • Build detailed knowledge of key quotations linked to characters and themes. • Develop analytical essay-writing skills using evidence from across the play. • Write developed responses exploring Priestley's methods, intentions and wider messages. • Use contextual knowledge of 1912 and 1945 Britain to deepen interpretation and analysis.	**Formal Assessment Points** **Checkpoint One** **Question:** *How does Priestley present the character of the Inspector in Act 1?* • Two analytical paragraphs. • Focus on Priestley's presentation of the Inspector's authority, purpose and influence. • Exploration of dramatic methods and contextual significance. **Checkpoint Two** **Question:** *How does Priestley present the theme of gender during Act 2 of the play?* • Two analytical paragraphs. • Exploration of attitudes towards women and gender expectations. • Analysis of Mrs Birling, Sheila and Eva Smith. • Consideration of Priestley's social criticism. **Checkpoint Three**	1 x 60 minutes per week.	Conceited Contrition Contrite Empathy Feminism Intimidation Hypocrisy Morality Obsequious Officious Privilege Remorse Repent Universal Sycophancy

			Question: *How does Priestley present the theme of responsibility?* • One paragraph based on the Inspector's final speech extract. • Two additional paragraphs from wider knowledge of the play. • Evaluation of Priestley's central message about collective responsibility. **Final End of Unit Assessment:** **Timed GCSE-Style theme or character Question** Students complete a full examination-style essay exploring a key theme from *An Inspector Calls*. Responses are expected to: • Demonstrate detailed knowledge of the play. • Use evidence from across the text. • Analyse Priestley's language, structure and dramatic methods.		

			• Explore contextual influences. • Evaluate Priestley's intentions and messages. • Construct a clear and developed argument.		
6	**GCSE English Language: Narrative Writing (3 weeks)**	Students will: • Develop and refine the narrative writing skills required for GCSE English Language. • Understand and apply the structure of an effective narrative using the narrative arc. • Plan and organise stories effectively within GCSE time constraints. • Create engaging and purposeful story openings that immediately capture the reader's interest. • Develop believable and memorable characters through actions, dialogue, thoughts, feelings, appearance and behaviour. • Use precise and ambitious vocabulary to create meaning and impact. • Apply the principle of "show, don't tell" to reveal character and emotion. • Create effective settings using carefully selected descriptive detail. • Build mood, atmosphere and tension through language and structural choices. • Understand how rising action develops suspense and reader engagement. • Craft effective climaxes through controlled pacing and detailed description. • Experiment with different types of endings, including cyclical endings, moral endings and reflective conclusions. • Use varied sentence structures and punctuation for effect.	**Planning and Development Tasks** Students will: • Analyse and plan narratives using the narrative arc. • Develop and refine multiple story ideas. • Create setting descriptions using sensory detail. • Build detailed character profiles. • Write and improve story openings. • Develop rising action and suspense. • Craft effective climaxes. • Experiment with different narrative endings. • Combine all sections into a complete narrative. **Final Assessment**	1 x 60 minutes per week.	Exposition Ambitious Tension Suspense Atmosphere Foreshadowing Conflict Characterisation Juxtaposition Climax Resolution

		• Draft, edit, refine and redraft writing to improve quality and accuracy. • Evaluate their own writing and respond effectively to feedback.	Plan, Write and Redraft a Narrative		
6	**GCSE English Literature: EDUQAS Poetry Anthology (love/nature)**	Students will: • Develop a detailed understanding of anthology poems exploring love, identity, belonging and the natural world. • Analyse how poets present personal experiences, relationships, emotions and memories. • Explore how themes of love, identity, isolation, nature and belonging are conveyed through language, structure and form. • Understand how context influences the poets' ideas, perspectives and experiences. • Develop confidence in analysing individual poems and constructing analytical responses. • Build comparison skills by identifying thematic links and contrasts between poems. • Explore how poets communicate attitudes towards love, relationships, identity and social issues. • Select, embed and analyse relevant quotations to support interpretations. • Develop understanding of tone, voice, perspective and poetic methods. • Strengthen GCSE analytical writing skills through Part A and Part B poetry responses. • Use subject terminology accurately and effectively. • Build revision and retrieval skills through low-stakes quizzes, key quotation learning and thematic comparisons. Poems to be studied: • I Wandered Lonely as a Cloud • Sonnet 29 • Decomposition • Dusting the Phone	**Formal Assessment Points** **Checkpoint One** **Part A Analytical Response** **Question Focus:** *How is the theme of love presented in Sonnet 29?* • One analytical paragraph. • Exploration of language, structure, form and context. • Analysis of how Browning presents love and devotion. **Checkpoint Two** **Comparative Response** • Two comparative paragraphs. • Comparison between anthology poems linked through themes such as love, identity, relationships, nature or belonging. • Development of thematic links, contextual understanding	1 x 60 minutes per week.	Solitude Identity Belonging Heritage Displacement Exile Devotion Idealisation Resilience Homeland Transience

		• Origin Story • I Shall Return	and comparative analysis.		