

English Year 10 2025-2026 Curriculum Overview



Year 10 Overview

In KS4 (Years 10 and 11) the main focus for students is the detailed study of their Literature set texts in order to prepare adequately for the closed book exams. For Paper 1 students will study 'Macbeth' and 'A Christmas Carol' and for Paper 2 students will study 'An Inspector Calls' and the 15 'Power & Conflict' poems as well as prepare for an unseen poetry assessment. Students also focus on being able to confidently use key Literature terminology to give them the tools for their analysis. In addition to preparation for their Literature exams, pupils will also be studying for English Language Paper 1 and Paper 2. Pupils will be given a range of fiction and non-fictional texts to study and develop their language analysis skills. At the end of Year 10, students will be assessed for the Spoken Language endorsement as part of their final GCSE English Language study. The skills we are focusing on in Year 10 are skills that pupils have already covered in KS3 but with more specific focus on exam technique.

The GCSE work is still clearly focused on the 'Golden Threads' that underpin every element that the English Department focus on – Narration, Description, Audience, SPaG, Analysis, Metaphor, Context, Poetry, Shakespeare and Immersion in Literature

Throughout the term students ability to use the skills and knowledge is regularly checked through the 'Big Write' approach. This takes place every Friday and allows teachers to provide regular support and feedback to the students.

Rationale

The curriculum is structured and sequenced so that students can develop their knowledge and refine skills which are transferable throughout the English curriculum. For example, students start by exploring extracts which require close analysis of language, enabling them to develop:

English Year 10 2025-2026 Curriculum Overview



- inference skills (Golden Thread 'Analysis'); knowledge of word classes; the etymology of words; subject terminology; word connotations; (Golden Thread 'SPaG') the impact of language choices (Golden Thread 'Metaphor'); 'zooming-in' on language to unpick meaning (Golden Thread 'Analysis').

These skills subsequently feed into other areas of the English curriculum and enable students to approach later questions such as, the structure of a text, with more confidence. Students are also able to apply the same analysis skills to their study of literature. By starting with smaller, scaffolded extracts, students will develop and refine their approach and build confidence when analysing longer literary texts such as *A Christmas Carol*, *Macbeth* and *An Inspector Calls* (Golden Threads – Context, Immersion in Literature, Shakespeare, Analysis, Audience). Furthermore, the language-analysis and literacy skills which students develop and refine at the start of Year 10 are transferable to other areas of the school curriculum.

The study of texts such as *A Christmas Carol* also links effectively to the students' study of Language Paper 2 which focuses on 19th century extracts. Literature and language are thus interleaved so that students can apply knowledge and transfer skills across language and literature.

Through the study of the writer's craft and by exploring how writer's present a viewpoint, students can apply their knowledge and skills for their own extended writing tasks in section B of both language papers. The curriculum is sequenced so that students can reflect on the methods they have used to analyse and write about language and then apply them to produce a piece of narrative / descriptive writing and an individual viewpoint task.

English Year 10 2025-2026 Curriculum Overview



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English Year 10 2025-2026 Curriculum Overview



Term	Themes/ Topics	Key Knowledge & Skills	Key Assessments
Autumn	GCSE Language Paper 1 Overview of all questions on both Reading and Writing Sections of Paper 1 Lang Paper 1 Knowledge Organiser GCSE Lit Paper 1 19th Century novel 'A Christmas Carol' ACC Knowledge Organiser	Language Paper 1 Section A: Reading Exploration of a range of fiction extracts from the 19th, 20th and 21st centuries Assessment Objectives • AO1 – Identify and interpret explicit and implicit information and ideas. ◦ Select and synthesise evidence from different texts. • AO2 – Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology. • AO3 – Compare writers' ideas and perspectives, and how these are conveyed, across two or more texts. • AO4 – Evaluate texts critically and support ideas with appropriate textual references. Section B: Writing Writing to describe and narrate	Big Writes for Language & Literature set centrally.

English Year 10 2025-2026 Curriculum Overview



		Assessment Objectives • AO5 – Communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences. ○ Organise information and ideas using structural and grammatical features to support cohesion. • AO6 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Specific Vocabulary Evaluate, identify, interpret, explicit, implicit, compare, structure, grammar, perspective, sensory, imagery, metaphor, simile, lexical field, semantic field. Literature Paper 1 Key Skills • AO1 – Read, understand and respond to texts. • AO2 – Analyse language, form and structure to create meanings and effects, using subject terminology. • AO3 – Understand relationships between texts and the contexts in which they were written.	
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English Year 10 2025-2026 Curriculum Overview



		Contextual Vocabulary Dickensian, Victorian, context, authorial intent, capitalism, Malthusian economic theory, socialism, thematic, allegory, antithesis, zeitgeist. Homework • Educake tasks – set centrally and matched to the <i>Big Write</i>.	
Spring Term	GCSE Language Paper 2 Overview of all questions on both Reading and Writing Sections of Paper 2 GCSE Lit Paper 1 Shakespeare 'Macbeth' Macbeth Knowledge Organiser	Section A: Reading Language Paper 2 – Exploration of a range of non-fiction extracts Assessment Objectives (Language Paper 2) • AO1 – Identify and interpret explicit and implicit information and ideas. ○ Select and synthesise evidence from different texts. • AO2 – Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology. • AO3 – Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	Each question assessed through peer and self as well as teacher via timed responses through 'Big Write' process. Paper 2 mock exam formally assessed by teacher through 'Big Write' process.

English Year 10 2025-2026 Curriculum Overview



		• AO4 – Evaluate texts critically and support ideas with appropriate textual references. Section B: Writing Language Paper 2 – Writing to persuade Assessment Objectives (Language Paper 2) • AO5 – Communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences. ○ Organise information and ideas using structural and grammatical features to support coherence and cohesion. • AO6 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Specific Vocabulary (Language Paper 2) Evaluate, identify, interpret, explicit, implicit, compare, structure, grammar, perspective, rhetoric, lexical field, semantic field.	'Big Writes' focusing on key themes and characters in Macbeth.
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English Year 10 2025-2026 Curriculum Overview



Homework

- **Educake tasks** – set centrally to support *Big Writes*.

Key Skills

Literature Paper 1

- **AO1** – Read, understand and respond to texts.
- **AO2** – Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology.
- **AO3** – Show understanding of the relationships between texts and the contexts in which they were written.
- **AO4** – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Specific Vocabulary (Literature Paper 1)

Jacobean, Elizabethan, contextual, hamartia, regicide, ambition, dramatic irony, soliloquy, patriarchal, iambic pentameter, trochaic tetrameter, feminine, masculine.

Homework

English Year 10 2025-2026 Curriculum Overview



		• Educake tasks – set centrally to support <i>Big Writes</i>.	
Summer Term 1	GCSE Lit Paper 2 Poetry Anthology 'Power & Conflict' Poems taught in pairs with a weekly comparison task (4 poems) Revisit Language Paper 1 GCSE Spoken Language Endorsement	 Spoken Language • Share ideas clearly and confidently • Use a range of vocabulary • Present ideas in an engaging way for an audience Literature Paper 2 • AO1 – Read, understand and respond to texts. • AO2 – Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology. • AO3 – Show understanding of the relationships between texts and the contexts in which they were written. • AO4 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.  Key Vocabulary You should understand and use terms like: • Context	Big Writes centrally set for both Language and Literature. Speaking Presentation

English Year 10 2025-2026 Curriculum Overview



		• Alliteration • Enjambment • Caesura • Hyperbole • Sibilance • Rhetorical questions • Anaphora / Hypophora • Rhyme • Free verse / Blank verse • Iambic pentameter • Structure  Homework • Complete Educake tasks • Focus on improving your Big Writes (extended writing) and EOY Exams • Speaking Presentation preparation	
Summer 2	Unseen Poetry Revisit Language Paper 2	 Key Skills – see above for Paper Focused Key Skills  Key Vocabulary • Context • Alliteration	EOY Exams for Language Paper 1 and Literature Paper 1.

English Year 10 2025-2026 Curriculum Overview



		• Enjambment • Caesura • Hyperbole • Sibilance • Rhetorical questions • Anaphora • Hypophora • Rhyme • Free verse • Blank verse • Iambic pentameter • Structure	Big Writes focused on Language Paper 2 and Literature Paper 2.
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Golden Threads & What Makes a Good English Student?

A good English student must be competent with every key aspect of English. We have defined these key aspects as our 'Golden Threads' and these pull through our entire secondary curriculum. Whilst they may not be explicitly mentioned on the overview, we have mapped these across the Schemes of Learning, and we feel that if a student feels confident with these 10 key aspects then they will be a successful English student –

Narration, Description, SPaG, Immersion in Literature, Analysis, Audience, Metaphor, Poetry, Context and (of course) Shakespeare.