

Year 10 Curriculum Overview 2026- 27
Subject – English

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT- Language paper 1	Students begin their GCSE English journey by developing the core reading and writing skills required for success in English Language. Through the study of a range of twentieth- and twenty-first-century fiction extracts, students explore how writers craft characters, settings and perspectives. Alongside analytical reading, students develop descriptive and narrative writing, learning how deliberate language and structural choices shape meaning, engage readers and communicate ideas effectively. This unit establishes the foundations for both GCSE English Language and Literature, introducing students to the power of language to influence, entertain and inspire.	- To know that writers make deliberate language and structural choices to shape meaning. - To know that narrative perspective influences the reader's understanding of characters and events. - To know that descriptive writing creates atmosphere, mood and imagery. - To know that structural methods guide the reader's experience of a text. - To know that language choices reveal character, setting and theme. - To know that readers infer meaning through explicit and implicit information. - To know that evidence should be selected and embedded to support interpretations. - To know that ambitious vocabulary and varied sentence structures improve the effectiveness of writing. - To know that planning, drafting and editing	Daily Do Now retrieval activities. Vocabulary retrieval practice. Low-stakes quizzes. Retrieval of literary terminology. Retrieval of language and structural methods. Hinge questioning. Knowledge organisers for Paper 1 terminology. Weekly multiple-choice quizzes. Model answer retrieval and improvement. Retrieval of ambitious vocabulary through vocabulary journals.	S – Speak with Confidence - To discuss interpretations of unseen fiction using evidence. - To explain analytical ideas using subject-specific vocabulary. - To justify opinions during paired and whole-class discussion. - To verbalise creative writing choices before drafting. T – Think Critically - To infer meaning beyond the literal. - To analyse the effects of language and structural choices. - To evaluate how writers influence readers. - To make deliberate decisions when planning creative writing.	Analysing unseen texts – develops critical thinking, inference and problem-solving. Creative writing – develops creativity, innovation and written communication. Planning and organising writing – develops organisation and project management skills. Editing and proofreading – develops attention to detail and quality assurance. Vocabulary development – develops professional communication and literacy. Group discussion – develops confidence, collaboration and active listening. Responding to feedback – develops resilience, self-reflection and continuous improvement. Time-limited writing – develops time management and decision-making under pressure. Independent reading – develops curiosity, resilience and information processing.	Both section A and B will be assessed and marked numerically. Students will also have regular practice of answering exam style questions under exam conditions.

		strengthen the quality of writing. To know that audience and purpose influence every writer's decisions.		A – Articulate Through Writing - To write analytical paragraphs using embedded quotations. - To explain the effects of language and structure precisely. - To craft engaging descriptive and narrative writing. - To edit and redraft writing for greater clarity, accuracy and sophistication. R – Read with Purpose - To read unseen fiction confidently. - To identify explicit and implicit meaning. - To retrieve relevant textual evidence efficiently. - To read as a writer, recognising effective techniques to apply independently.		
CST Catholicity Across the Curriculum	Students explore how stories deepen our understanding of the human experience and encourage empathy towards others. Through reading and writing, students recognise the dignity of every individual, developing the confidence to communicate truthfully, respectfully and creatively in service of the common good.					

HT2- A Christmas Carol- Charles Dickens	Students study A Christmas Carol as a Victorian novella exploring the relationship between power, responsibility and society. Through Dickens' presentation of poverty, inequality, redemption and social justice, students examine how literature can challenge attitudes and inspire change. Building on the analytical skills developed in HT1, students develop a deeper understanding of writer's intentions, contextual influences and critical interpretation, preparing them for GCSE English Literature Paper 1.	• To know that A <i>Christmas Carol</i> is a Victorian novella written as a social critique. • To know that Dickens presents wealth as carrying moral responsibility. • To know that Victorian attitudes towards poverty influenced Dickens' writing. • To know that redemption is central to Scrooge's journey. • To know that the three Spirits represent opportunities for reflection, change and hope. • To know that Dickens uses symbolism to communicate moral and social messages. • To know that setting and atmosphere reinforce Dickens' criticism of Victorian society. • To know that characters represent wider social attitudes and values. • To know that context shapes both the creation and interpretation of literature. • To know that Dickens intended to influence his readers' attitudes towards poverty and social responsibility.	Daily Do Now retrieval activities. Retrieval of references and key scenes. Character tracking activities. Vocabulary retrieval practice. Low-stakes quizzes. Hinge questioning. Knowledge organisers for themes, characters and Victorian context. Retrieval of literary terminology. Retrieval of contextual knowledge.	S – Speak with Confidence • To discuss interpretations of Dickens' themes and characters using evidence. • To justify opinions through academic discussion. • To explain how context influences readers' interpretations. T – Think Critically • To explore how Dickens critiques Victorian society. • To evaluate the significance of symbolism and character development. • To consider how context shapes meaning and writer's intentions. • To compare different interpretations of characters and themes. A – Articulate Through Writing • To write analytical essays using embedded quotations. • To explain the effects of Dickens' language,	Close reading of a literary text – develops analytical thinking and attention to detail. Essay writing – develops structured written communication and logical reasoning. Quotation retrieval and application – develops organisation, memory and accuracy. Contextual research – develops independent learning and information literacy. Character and theme tracking – develops organisation and synthesis of information. Class discussion and debate – develops confidence, verbal communication and active listening. Responding to feedback and redrafting – develops resilience, self-reflection and continuous improvement. Evaluating social issues through literature – develops ethical reasoning, empathy and critical judgement.	Students will have one numerically marked assessment at the end of their learning and regular practise at exam style questions in lessons with teacher feedback.
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				structure and symbolism. - To develop conceptual arguments supported by contextual knowledge. - To write clearly, accurately and using appropriate academic vocabulary. R – Read with Purpose - To read a nineteenth-century literary text with confidence and fluency. - To retrieve and select relevant evidence efficiently. - To identify recurring motifs, symbols and themes. - To interpret explicit and implicit meanings within the novella.		
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CST Catholicity Across the Curriculum	Students explore Dickens' call for compassion, generosity and justice, reflecting on the responsibility to care for the poor, vulnerable and marginalised. Through Scrooge's transformation, students consider the importance of human dignity, solidarity and using personal influence to promote the common good.					
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Year 10 Curriculum Overview 2026- 27 Subject – English						
Spring Term	Knowledge & Understanding			Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]	Opportunities for developing literacy skills		

HT3 and HT4 – Macbeth _ William Shakespeare	Students study Shakespeare's Macbeth as a tragedy exploring ambition, power and moral responsibility. Through the play, students examine how unchecked ambition, the abuse of power and the conflict between conscience and desire lead to tragedy. Building on their understanding of Dickens' social criticism, students explore Shakespeare's presentation of kingship, loyalty and justice, considering how literature reflects the values and anxieties of Jacobean society while continuing to provoke discussion about leadership, morality and human nature.	• To know that Macbeth is a Shakespearean tragedy. • To know that tragic heroes possess flaws which contribute to their downfall. • To know that Shakespeare explores the corrupting nature of ambition. • To know that beliefs about kingship and the Divine Right influenced Jacobean audiences. • To know that loyalty and betrayal are central conflicts within the play. • To know that Shakespeare presents power as carrying moral responsibility. • To know that supernatural elements reflect Jacobean beliefs and influence the plot. • To know that Shakespeare uses soliloquies to reveal characters' thoughts and motivations. • To know that dramatic irony, symbolism and imagery shape audience responses. • To know that context informs both Shakespeare's intentions and modern interpretations of the play.	Daily Do Now retrieval activities. Retrieval of references and key scenes. Plot line retrieval. Character tracking grids. Vocabulary retrieval practice. Low-stakes retrieval quizzes. Hinge questioning. Knowledge organisers for Shakespearean terminology, Jacobean context and themes. Retrieval of dramatic methods and literary terminology.	S – Speak with Confidence • To discuss interpretations of Shakespeare's characters and themes using textual evidence. • To justify ideas through structured academic discussion. • To explain how context influences audience responses. • Hot seating and dramatic performances of key scenes. T – Think Critically • To explore Shakespeare's presentation of ambition and power. • To evaluate the moral choices made by characters. • To consider how dramatic methods influence audiences. • To compare alternative interpretations of key characters and events. • To critically analyse the text through various lens'	Close reading of Shakespearean drama – develops analytical thinking, resilience and attention to detail. Character and theme tracking – develops organisation and information management. Essay writing – develops structured communication and logical reasoning. Quotation retrieval and application – develops memory, accuracy and synthesis skills. Academic discussion – develops confidence, active listening and verbal communication. Evaluating complex moral dilemmas – develops ethical reasoning, critical thinking and decision-making. Responding to feedback and redrafting – develops resilience, self-reflection and a commitment to improvement. Independent revision and retrieval – develops self-management and independent learning.	Students will have one numerically marked assessment at the end of their learning and regular practise at exam style questions in lessons with teacher feedback.
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				A – Articulate Through Writing • To write analytical essays using embedded quotations. • To explain Shakespeare's language, imagery and dramatic methods. • To construct conceptual arguments supported by context. • To write accurately using sophisticated academic vocabulary. R – Read with Purpose • To read Shakespearean language with increasing confidence and fluency. • To retrieve relevant evidence efficiently. • To identify recurring motifs, imagery and dramatic techniques. • To interpret explicit and implicit meanings within the play.		
Catholicity Across the Curriculum	Students explore the consequences of ambition, corruption and the misuse of power, reflecting on the importance of integrity, justice and moral responsibility. Through Macbeth's tragic downfall, students consider how conscience, humility and ethical leadership contribute to the common good and uphold the dignity of others.					

Year 10 Curriculum Overview 2026- 27
Subject – English

Summer Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT5- English Language, paper 2	Students develop the critical reading and transactional writing skills required for GCSE English Language Paper 2 by exploring a range of nineteenth-, twentieth- and twenty-first-century non-fiction texts. Through the study of writers' viewpoints and perspectives, students examine how language can inform, persuade and challenge audiences. Building on their understanding of power and responsibility developed through <i>A Christmas Carol</i> and <i>Macbeth</i> , students learn how effective communication can influence society, shape opinion and advocate for change. Alongside this unit, students prepare for their GCSE Literature Paper 1 and English Language Paper 1 mock examinations.	- To know that non-fiction writers write with a clear purpose and audience. - To know that writers present viewpoints through deliberate language and structural choices. - To know that tone, bias and perspective influence readers' interpretations. - To know that rhetorical devices are used to persuade and influence audiences. - To know that similarities and differences can be identified across texts from different time periods. - To know that evidence can be synthesised to compare writers' viewpoints. - To know that transactional writing follows different conventions depending on form and purpose. - To know that effective arguments are supported by evidence and reasoning. - To know that writers adapt language and register for different audiences.	- Daily Do Now retrieval activities. - Retrieval of Language Paper 1 terminology and skills. - Retrieval of rhetorical devices and persuasive techniques. - Vocabulary retrieval practice. - Low-stakes retrieval quizzes. - Hinge questioning. - Knowledge organisers for transactional writing. - Retrieval of conventions for speeches, letters, articles, leaflets and essays. - Retrieval of GCSE examination command words.	S – Speak with Confidence - To present opinions confidently using reasoned arguments. - To participate in structured discussion and debate. - To explain and justify viewpoints using evidence. T – Think Critically - To compare viewpoints across multiple texts. - To evaluate the effectiveness of persuasive methods. - To identify bias, tone and writer's intentions. - To develop balanced and well-reasoned arguments. A – Articulate Through Writing - To write speeches, letters, articles,	Comparing viewpoints – develops critical thinking, evaluation and decision-making. Transactional writing – develops professional written communication. Speech writing and persuasive communication – develops leadership, confidence and public speaking. Analysing evidence – develops information processing and analytical reasoning. Debate and discussion – develops active listening, negotiation and verbal communication. Planning and structuring arguments – develops organisation and logical reasoning. Editing and proofreading – develops attention to detail and quality assurance. Working under timed conditions – develops resilience, time management and prioritisation.	Students will be sitting English Language paper 1 and English literature paper 1 as a mock this half term in exam conditions in the hall.

		To know that careful planning, drafting and editing improve the effectiveness of writing.		essays and leaflets. - To use rhetorical devices effectively. - To adapt writing for audience, purpose and form. - To edit and refine writing for clarity, accuracy and impact. R – Read with Purpose - To read unseen non-fiction critically and confidently. - To identify viewpoints, perspectives and persuasive methods. - To retrieve and synthesise evidence efficiently. - To recognise how writers shape readers' responses.		
Catholicity Across the Curriculum	Students explore how communication can be used to promote truth, challenge injustice and advocate for the common good. By evaluating viewpoints and developing their own persuasive writing, students recognise the responsibility that accompanies using their voice with integrity, respect and compassion.					
HT6- Language, paper 2 and Spoken Language endorsement	Students consolidate the skills required for GCSE English Language Paper 2 through the continued study of writers' viewpoints, perspectives and transactional writing. Alongside this, students complete the AQA GCSE Spoken Language Endorsement, planning and delivering a presentation that	- To know that writers use language and structure to present viewpoints and influence audiences. - To know that rhetorical devices strengthen arguments and engage listeners and readers. - To know that effective communication requires careful consideration of	Daily Do Now retrieval activities. Retrieval of Language Paper 2 question skills. Retrieval of rhetorical devices and persuasive techniques. Vocabulary retrieval practice.	S – Speak with Confidence - To plan and deliver a well-structured presentation. - To use appropriate pace, tone and emphasis when speaking. - To respond confidently and respectfully to	Planning and delivering presentations – develops confidence, leadership and public speaking. Responding to audience questions – develops active listening, adaptability and verbal communication. Transactional writing – develops professional written communication.	Both section A and B will assessed be marked numerically. Students will also have regular practice of answering exam style questions under exam conditions. AQA English language-spoken language endorsement will be carried out as part of students' real GCSE.

	demonstrates their ability to communicate confidently, construct persuasive arguments and respond thoughtfully to questions. Drawing together the knowledge and skills developed throughout Year 10, students recognise the power of language to inform, influence and inspire others while preparing for the academic demands of Year 11.	audience, purpose and form. - To know that transactional writing follows distinct conventions depending on its purpose. - To know that spoken language relies on effective organisation, delivery and audience engagement. - To know that presentations should be supported by relevant evidence and clear reasoning. - To know that confident speakers respond appropriately to questions and alternative viewpoints. - To know that editing, redrafting and rehearsing improve both written and spoken communication. - To know that language can be used to advocate for change, challenge injustice and promote the common good. - To know that effective communication is an essential life skill beyond the English classroom.	Low-stakes retrieval quizzes. Hinge questioning. Retrieval of transactional writing conventions. Weekly timed GCSE Language Paper 2 practice. Retrieval of ambitious vocabulary and academic terminology.	audience questions. - To justify viewpoints using evidence and persuasive techniques. T – Think Critically - To evaluate differing viewpoints and perspectives. - To develop balanced and well-supported arguments. - To consider how language influences audiences. - To reflect critically on personal communication skills. A – Articulate Through Writing - To write sophisticated speeches, articles, letters and essays. - To use rhetorical devices purposefully and effectively. - To adapt tone and register for different audiences. - To edit and refine writing to maximise clarity and impact. R – Read with Purpose - To read unseen non-fiction critically.	Persuasive communication – develops influencing, negotiation and advocacy skills. Critical evaluation of viewpoints – develops analytical thinking and informed decision-making. Planning and organising ideas – develops organisation and project management. Editing and improving work – develops attention to detail, resilience and quality assurance. Working independently towards an assessed outcome – develops self-management, preparation and confidence.	
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				• To identify writers' viewpoints and methods. • To synthesise evidence from multiple texts. • To evaluate how language shapes readers' responses.		
Catholicity Across the Curriculum	Students recognise that every person has a voice worthy of being heard and that communication carries responsibility. Through persuasive writing and spoken presentations, they reflect on how language can be used respectfully to promote truth, justice, human dignity and the common good, encouraging responsible participation in society.					