

| English Curriculum Map 2025-26 | | | | | | |
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| Year 10 | | | | | | |
| Half term | Unit title with hyperlink to scheme of work | Unit summary | Skills & content covered | Skills & content revisited | Summary of formative marking, feedback and student response | Summative assessment schedule, including assessment criteria |
| Autumn 1 | Macbeth | Exploration of key Shakespearean themes of love, betrayal, revenge and tragedy / Detailed analysis of / Shakespeare's portrayal of characters through language / Developed explorations of a range of unseen extracts to develop understanding of Shakespearean English / Developed understanding of significance of contexts and changing interpretations over time | AO1, AO2, AO3, AO4 | Analysis of Shakespeare texts from Yr9 where students studied 'Romeo & Juliet' | EW1 – Write an exam response based on an extract from the beginning of the play | EW2 – Write an exam response based on an extract from the play as a whole |
| Autumn 2 | Jekyll and Hyde with Lang Paper 1 skills | Q3 – Understanding of how texts are structured to interest the reader Q4 – Be able to evaluate different interpretations about the text Exploration of key themes of duality, repression, science, the gothic, etc Detailed analysis of Stevenson's portrayal of characters through language Developed understanding of significance of contexts and changing interpretations over time | AO1, AO2, AO3 | Revisiting essay writing and argument building skills developed in Y9 | EW1 – Lang paper 1 Q4 essay responses based on an extract from the novel | EW2 – Lang paper 1 Q4 essay responses based on an extract from the novel |
| Spring 1 | Power and Conflict poetry + Unseen poetry | Be able to engage with a range of unseen poems Express individual opinions about unseen poems Write full GCSE responses Learn key content for each of the below four poems Be able to make and write comparisons between poems Ozymandias Prelude Storm on the Island London | AO1, AO2, AO3 | Building on poetry skills developed in Yr 9 when war poems from the anthology were studied | EW1 – Response to an unseen poem | EW2 – Comparative response between two poems |
| Spring 2 | Language Paper 1: Exploration of creative reading & writing | Read a range of extracts from fiction Explore how writer's craft narrative writing to engage readers Plan full Q5 responses Write descriptive/narrative pieces | Reading: AO1, AO2, AO4 / Writing: AO5, AO6 | Building on fluency of literacy in reading and creativity in writing with a focus on structuring writing | EW1 – Q5 response based on image/stimulus | EW2 – Q5 response based on image/stimulus |
| Summer 1 | An Inspector Calls | Exploration of key themes of responsibility, gender roles, truth, etc / Detailed analysis of Priestley's portrayal of characters through language / Developed understanding of significance of contexts and changing interpretations over time | AO1, AO2, AO3, AO4 | Importance of contexts to inform writer's intentions in Literature texts | EW1 – Exam response about a character from the beginning of the play | EW2 – Exam response about a theme from the play as a whole |
| Summer 2 | Language & Literature Paper 1 mock revision + Poetry and persuasive writing | Students re-cap content and exam skills in preparation for mock exams; Understand content of below poems from cluster Use ideas/themes in poems to engage with relevant non-fiction sources Use these non-fiction sources to write persuasive pieces about idea/themes expressed in the poems Checking Out Me History Emigree My Last Duchess Tissue | Reading: AO1, AO2, AO4 / Writing: AO5, AO6 | Recapping key GCSE exam skills learnt across the year for Language and Literature | In-class assessments of each question from Language and Literature Paper 1 exams | Language Paper 1 mock / Literature Paper 1 mock |