English Curriculum Map						
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: Power, Ambition and Tragedy	In Macbeth, students will study Shakespearean tragedy through the exploration of key themes such as ambition, power, fate and the supernatural. Through detailed analysis of Shakespeare's characterisation, language and dramatic methods students will develop their understanding of Shakespearean tragedy. The unit also explores the significance of historical and cultural contexts and supports students in constructing increasingly conceptual interpretations about human nature, power and authority.	**Reading & Interpretation:** Evaluate character motivations; explore differing interpretations through the lens of context. **Writer's Craft:** Understanding tragedy, dramatic irony, symbolism and motif, use of soliloquy and asides, metaphorical imagery. **Writing Craft:** Constructing thesis-driven essays; integrating context to support variety of interpretation. **Context & Tradition:** Jacobean kingship, Divine Right, witchcraft, tragedy. **Literacy and Oracy:** Class discussion and debate; Dramatic reading; Embedding conceptual vocabulary and argumentative connectives into sentences.	Building on students' study of Shakespeare in Year 9 through Romeo and Juliet, this unit deepens their ability to analyse Shakespearean drama and move beyond explanation towards conceptual interpretation. Students will explore how Shakespeare constructs meaning through language, character and dramatic form while engaging with the conventions of tragedy as a literary tradition. The unit provides direct preparation for GCSE English Literature Paper 1 and introduces critical ideas about tragedy, character and human nature that underpin further study at Key Stage 5.	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: Gothic, Science and Duality	Students study the Gothic tradition through the study of Jekyll and Hyde, exploring themes of duality, repression, science, morality and identity. Through detailed analysis of Stevenson's characterisation, language, structure and Gothic methods, students will develop their ability to Stevenson's intentions with the text and consider how meaning is shaped by context. The unit also encourages students to explore different interpretations of the text, strengthening the evaluative and conceptual skills required for GCSE English Literature and the demands of Language Paper 1 Question 4.	**Reading & Interpretation:** Understanding 19th century novel discourse; Making sense of a non-chronological narrative; analysing ambiguity and symbolism. **Writer's Craft:** Evaluating narrative perspective, use of symbolism, foreshadowing and motif, Gothic and Mystery conventions. **Writing Craft:** Constructing thesis-driven essays; integrating context to support variety of interpretation. Developing ability to compare different interpretations. **Context & Tradition:** Victorian society, urbanisation, science, repression. **Literacy and Oracy:** Interpretive discussion, dramatic reading; understanding key terminology linked to Victorian society and the Gothic tradition.	Building on the essay-writing and argument-building skills developed in Year 9 and while studying Macbeth, this unit develops students' ability to construct conceptual arguments supported by precise textual evidence. Students will deepen their understanding of symbolism, context and interpretation, exploring how writers create layers of meaning and how texts can be understood from different perspectives. Extending the Gothic foundations first introduced in Year 7, the unit provides direct preparation for GCSE English Literature Paper 1 by strengthening students' analytical and evaluative skills.	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	This unit continues the study of the GCSE Power and Conflict poetry anthology through the exploration of Ozymandias, Prelude, Storm on the Island and London. Students will investigate how Romantic poets present themes of power, nature, oppression and control while developing their knowledge of key poetry methods and contextual influences. A strong emphasis is placed on comparison, enabling students to identify thematic and stylistic connections between poems and develop the analytical skills required for success in GCSE English Literature. Alongside this, students will begin analysing unseen poetry, learning to engage confidently with unfamiliar poems, express individual interpretations, and construct full GCSE-style responses.	**Reading & Interpretation:** Reading texts from a Romantic perspective; Comparing perspectives across poems. **Writer's Craft:** Evaluating Romantic poetic imagery, symbolism, form, structure, voice. **Writing Craft:** Developing comparative essays and analytical essay responses to unseen poems. **Context & Tradition:** Romanticism, formal poetic forms. **Literacy and Oracy:** Developing discussion linked to literary tradition; discussion of comparative ideas; developing glossary linked to formal poetic devices and Romanticism.	Building on the poetry analysis and comparison skills developed in Year 9 through the study of the anthology's conflict poems, this unit develops students' ability to compare ideas across poems and construct comparative arguments. Through exploring thematic, contextual and stylistic connections between poems, students will strengthen their interpretative and evaluative skills while preparing directly for the comparative and unseen poetry demands of GCSE English Literature Paper 2.	EW1 – Response to an unseen poem	EW2 – Comparative response between two poems
Spring 2	Language Paper 1: Exploration of creative reading & writing	Through the study of a range of fiction extracts, students will explore how writers craft engaging description through language, structure and viewpoint. They will develop an understanding how authors deliberately position readers and shape responses through structural choices and descriptive techniques. Students will apply these techniques to planning and writing full GCSE-style descriptive responses, refining their creative writing skills with an increasing emphasis on structure, control, evaluation and purposeful decision-making.	**Reading & Interpretation:** Evaluate writer's methods of description and narrative effects. **Writer's Craft:** Focus on structural devices, narrative perspective, extended metaphor and symbolism. **Writing Craft:** Focus on descriptive writing based on student experiences. **Context & Tradition:** Modern fiction traditions, Nature and writing; Memory and writing. **Literacy and Oracy:** Building of glossary of descriptive terms; Peer evaluation and critique.	This unit develops a particular focus on the deliberate structuring of descriptive writing. Students move beyond analysing how writers craft meaning to consciously applying these techniques in their own work, making purposeful choices about language, structure and reader engagement. Through planning, drafting and refining extended pieces of writing, students strengthen the creative and technical skills required for success in GCSE English Language Paper 1.	EW1 – Q5 response based on image/stimulus	EW2 – Q5 response based on image/stimulus
Summer 1	An Inspector Calls	Students study An Inspector Calls as a dramatic critique of class inequality, social responsibility and the need for social change. Through detailed analysis of Priestley's presentation of character, language, structure and dramatic methods, students will explore key themes such as responsibility, gender roles, power and morality. The unit also develops students' understanding of the significance of historical and social context, encouraging them to consider how context impacts interpretations of the play and audience response.	**Reading & Interpretation:** Contextually read interpret a text using historical and social setting; Synthesising ideas across a text to create a conceptual awareness. **Writer's Craft:** Evaluating the dramatic and rhetorical methods, Linking thematic connections through use of language and staging. **Writing Craft:** Developing critical, analytical essays; Synthesising information across a text to reveal a writer's intention with theme and character. **Context & Tradition:** Edwardian Britain, socialism, post-war welfare state. **Literacy and Oracy:** Debate and discussion; Learning and using a range of contextual vocabulary confidently.	Students develop an understanding of how contextual factors shape a writer's ideology and intentions in literature, beginning to engage explicitly with authorial purpose. This provides direct preparation for AQA Literature Paper 2 modern drama and acts as a bridge into more evaluative interpretations in Year 11.	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 recap key content and exam skills in preparation for mock exams. After this further anthology poems (Checking Out Me History, The Emigree, My Last Duchess, Tissue). Students explore the ideas and themes within these poems and use them to engage with related non-fiction sources, developing their ability to write persuasive responses informed by poetic concepts. In doing so, students begin to synthesise themes across poetry and persuasive writing, strengthening cross-curricular links within GCSE English.	**Reading & Interpretation:** Poetic interpretation and synthesising ideas across texts; interrogating persuasive speeches and articles. **Writer's Craft:** Evaluating poetic methods and exploring rhetorical methods, making thematic connections. **Writing Craft:** Structuring and using persuasive devices effectively in a piece of writing for effect. **Context & Tradition:** Identity, migration, memory and conflict. **Literacy and Oracy:** Spoken argument and rhetorical presentation.	Students recap key GCSE English Language and Literature exam skills developed throughout the year. Year 10 culminates by integrating literary interpretation with persuasive communication. This consolidation establishes clear conceptual links across the GCSE course and provides direct preparation for Language Paper 2 and Literature Paper 2.	In-class assessments of each question from Language and Literature Paper 1 exams	Language Paper 1 mock / Literature Paper 1 mock