			Year 10 Overview 2025 - 26 – English Liter	rature				
Date 8 Weeks	Date Week Assess 8 Weeks / 38 Davs		Units Studied & Learning Outcomes	Key Concepts & Assessment				
2-Sep	A	1	A Christmas Carol (8 Weeks/22 lessons)	Foundational Concepts:				
8-Sep			Students will develop knowledge on the Victorian Period and Charles Dickens through studying the	Prosaic Form & Conventions: Explore a Victorian Novella				
·	В	2	plot, characters and themes in A Christmas Carol.	Curriculum Theme: Power, Relationships, Conflict & Identity/				
15-Sep	Α	3	Learning Outcomes: GW: Students identify key moments in character and theme development	EDI: \$\tilde{\ti				
22-Sep	В	4	BI: Students analyse development of character and theme through language + structur	Assessment of Progress:				
20.0		-	EW: Students evaluate writer's message through character and theme	LIT C25B: 22 lessons approx.				
29-Sep	Α	5	Prior (Y9) Now (Y10) Next (Y11)	Source-Based Qu (45) PRO (AO1, 2 & 3)				
6-Oct			Analyse thematic presentation and Share critical and personal responses Evaluate the novel's moral and	Tier 3 Vocabulary:				
13-Oct	В	6	evaluate the effectiveness. to the presentation of themes . philosophical significance. Assess confidently the use of Evaluate the complexity of the writers' Critique the characters and identify	Novella, Carols, Staves, Antithesis				
20-OCT	Α	7	character within the text. characters. universal aspects of them.	<u>History:</u> Victorian Period: British Empire, Workhouses, Industrial Revolution, Social reform, Victorian Women &				
20 001	В	8	COMMON MISCONCEPTIONS: In planning units, ensure students potential (plan for) or emerging	Gothic revival				
OCTOBER	HALF TE	RM	(respond to) misconceptions are addressed through the individual lessons and slide notes. Blood Brothers (7 Weeks/22 Lessons)	Foundational Concepts:				
7 Weeks	/ 35 Da	ys	Students will read Blood Brothers, studying its plot, characters and key themes. They will develop	Dramatic & Theatrical Expression: Explore a modern tragedy				
3-Nov	Α	9	confidence with the drama form, analysing the impact of stage directions.	Curriculum Theme: Power, Relationships, Conflict & Identity/				
10-Nov	В	10	<u>Learning Outcomes:</u>	EDI: 3/5				
17 Nov		11	GW: Students analyse the characters' behaviour, relationships and motivations. RI: Students avaluate the characters' behaviour, relationships and motivations. LIT C2SA: 22 lessons approx.					
17-Nov	Α	11	BI: Students evaluate the characters' behaviour, relationships and motivations.	Source-Based Qu (45) ST1 (AO1 & 2)				
24-Nov	В	12	EW: Students critique the characters' behaviour, relationships and motivations.	Tier 3 Vocabulary:				
1-Dec	Α	13	Prior (Y9) Now (Y10) Next (Y11) Analyse thematic presentation Share critical and personal responses Critique the presentation of culture	Tragic Structure (eg hamartia), Hesitancy features e.g. fillers,				
8-Dec	В	14	through drama in relation to genre. to the presentation of themes. through themes.	Musicals, Euphemism, Dysphemism, Dichotomy,				
			Critique the presentation of culture Evaluate the complexity of characters through themes . Critique the characters and identify universal aspects of them.	Paralinguistics, Gesture, Intonation History: Liverpool (1960s – 1980s), Thatcherism, Marilyn				
15-Dec	Α	15	COMMON MISCONCEPTIONS: In planning units, ensure students potential (plan for) or emerging	Monroe, Pop culture, tragi-comedy				
			(respond to) misconceptions are addressed through the individual lessons and slide notes.					
CHRISTMA			Unseen Poetry (2 Weeks/4 lessons)	Foundational Concepts:				
6 Weeks			Students will read a range of contemporary poetry, developing confidence to discuss and compare	The Art of Poetry: Explore a range of 20 th Century poetry				
5-Jan	В	16	the content, key ideas, perspectives and poets' use of language, structure and form.	Curriculum Theme: Power, Relationships, Conflict & Identity/				
			Learning Outcomes: GW: Students analyse the language choices closely, considering connotations	EDI: 🎋				
			BI: Students evaluate the impact of language choices, considering mood/tone.	Assessment of Progress:				
			EW: Students perceptively evaluate the impact of language choices on message.	LIT C2SC: 4 lessons approx.				
			Prior (Y9) Now (Y10) Next (Y11)	Qu 1 & Qu 2 (60) PRO (AO1 & 2)				
12-Jan	Α	17	Analyse the purpose and reader Share summative judgements on the Make informed analyses of the	Tier 3 Vocabulary:				
			reaction (Inc. own), describing effects reader and purpose from analysis. intended readers and purposes. Analyse the language closely using Evaluate the language using Share critical comparisons and in	See Poetry Anthology				
			subject terminology accurately. ambitious, precise subject evaluating the language. terminology.	History: Postmodernism, Information Age				
			COMMON MISCONCEPTIONS: In planning units, ensure students potential (plan for) or emerging					
			(respond to) misconceptions are addressed through the individual lessons and slide notes.					
19-Jan	В	18	Romeo and Juliet (9 Weeks/22 lessons)	Foundational Concepts: Shakespeare's Craft: Explore a Shakespearean tragedy				
26-Jan	Α	19	Students will read 'Romeo and Juliet' exploring the plot, characters and themes. They will develop skills to track an extract, analysing imagery, character, mood and impact of dramatic irony.	Curriculum Theme: Power, Relationships, Conflict & Identity/				
2-Feb	В	20	Learning Outcomes:	EDI: 5%				
			GW : Students apply knowledge of characters and to analyse reactions in key scenes.	Assessment of Progress:				
9-Feb	Α	21	BI: Students evaluate character motivations in key scenes using wider plot knowledge.	LIT C1SA: 22 lessons approx.				
FEBRUARY 6 Weeks			EW : Students make perceptive analysis of characters based on wider plot knowledge.	Extract & Essay (60) ST1 (AO1 & 2) Tier 3 Vocabulary:				
23-Feb	B	22	Prior (Y9) Now (Y10) Next (Y11)	Paradox, Metonymy, Antithesis, Greek Terms (e.g. pathos).				
2-Mar	Α	23	Explore the journey characters have over the play. Evaluate the complexity of Shakespeare's characters . Critique the characters and identify universal aspects of them.	History: Renaissance Period, Elizabethan Women, Marriage &				
9-Mar 16-Mar	B A	24 25	Analyse the language and structure Justify own interpretations of language Perceptively evaluate the language and structure of the text. Proceptively evaluate the language and structure of the text.	Courtship, Blason Poetry				
			COMMON MISCONCEPTIONS: In planning units, ensure students potential (plan for) or emerging					
23-Mar	В	26	(respond to) misconceptions are addressed through the individual lessons and slide notes.					
30-Mar EASTER	A HOLIDA	ST1 Y	LIT C2SA: Blood Brothers Source-Based Qu (45 minutes)					
5 Weeks	/ 23 Da	ys	LIT C1SA: Romeo and Juliet Extract and Essay (1 hour)					
20-Apr	В	ST1	EBI responses (2 lessons)	Faundational Canconter				
27-Apr	A	29	Poetry Anthology – (11 Weeks/24 lessons) Students will read a collection of poetry from the EDUQAS anthology, analysing and comparing the	Foundational Concepts:				
4-May*	В	30	impact of language, form and context through thoughtful selection of quotations.	The Art of Poetry: Explore a range of 20 th Century poetry Curriculum Theme:				
11-May	Α	31	Learning Outcomes:	EDI:				
18-May	В	32	GW: Students sophisticatedly distinguish links between poem and context	Assessment of Progress:				
	SPRING HALF TERM		BI: Students perceptively identify impact of context to structure, message and content	LIT C2SC: 24 lessons approx.				
7 Weeks			EW: Students critically evaluate the context's influence on poem	Qu 1 & Qu 2 (60) PRO (AO1 & 2)				
1-Jun	Α	33	Prior (Y9) Now (Y10) Next (Y11) Explore the contexts of each poem and Sophisticatedly, distinguish the varied Draw upon knowledge of all forms* of	Tier 3 Vocabulary:				
9-Jun	В	34	delve into Romanticism. contexts and features of each poem. the contexts to evaluate.	Caesura, Elegy, Tercet (3), Quatrain (4), Cinquain/Quintet (5),				
16-Jun	А	35	Assess the poetic conventions and Apply understanding of poetic Critique the poetic conventions and themes particularly the relationships. conventions and themes to analysis. interpret themes confidently.	Sestet (6), Septet (7) & Octave (8), Anthropomorphism,				
23-Jun	В	36	COMMON MISCONCEPTIONS: In planning units, ensure students potential (plan for) or emerging	Zoomorphism , Conceit History: Secure knowledge of individual poets' contexts,				
30-Jun*	A	37	(respond to) misconceptions are addressed through the individual lessons and slide notes.	Romanticism, development of poetic features				
	В	38						
7-Jul	ь	36						
14-Jul	Α	39						
		_						

			Vear 10	Overview 20	25-26 – English Langu	nae
Date	Week	Assess	Year 10 Overview 2025-26 – English Langua			
8 Weeks / 38 Days 2-Sep A 1			Units Studied & Learning Outcomes			Key Concepts & Assessment
8-Sep	A B	2	Component 2 – Non-Fiction and Transactional Writing (15 Weeks/16 lessons) Students will explore 19 th and 21 st Century non-fiction texts, developing confident		Foundational Concepts: Exploring Non-Fiction Texts: Explore topical experiences	
15-Sep	A	3	comparisons on writers' techniques. They will develop confidence writing a range of			Writing for Impact - Rhetoric: Varied TW tasks
22-Sep	В	4	·		Curriculum Theme: Power, Conflict, Identity & Relationships /	
29-Sep	Α	5	transactional and persuasive writing	g types, developing t	EDI:	
6-Oct	Practice Papers: Volcanoes, Tight Rope Walkers, Channel Swimming				Assessment of Progress:	
13-Oct A 7			Learning Outcomes:			LANG C2SA: 8 lessons approx.
20-OCT OCTOBE	В	8 :DM	GW : Students identify and discuss	snecific examples for	Non-Fiction Reading: 6 Qu (60) PRO (AO1-4) LANG C2SB: 8 lessons approx.	
	s / 35 Da		BI: Students analyse comparisons in		Transactional Writing: 2 tasks (60) PRO (AO5-6)	
3-Nov	Α	9	EW: Students perceptively distingu		Tier 3 Vocabulary:	
10-Nov 17-Nov	B A	10 11	Prior (Y9)	Now (Y10)	Next (Y11)	Speculative and Tentative Language (e.g. May/might, Could,
				and evaluate comparisons on	Share sustained critical comparisons	Perhaps.) Pastiche, Anadiplosis, Antimetabole, Dysphemism,
24-Nov	В	12		ers deliver viewpoint. nsistent, ambitious choices to	on how writers convey viewpoints. Make perceptive, well-judged choices	Euphemism, Epistrophe
1-Dec	A B	13 14		purpose and audience brief.	to meet purpose and audience needs.	History: Evolution of letter writing, articles and social
8-Dec	8-Dec B 14 Commentary.					
15-Dec	Α	15	(respond to) misconceptions are address			
CHRISTMAS HOLIDAY		DAY	Component 1 – 20 th Century Fiction		Foundational Concepts:	
	s / 30 Da		Students will develop analysis of lar			Writing for Impact - Imagination: Plan/Write personal stories
5-Jan	В	16	They will create a portfolio of narra			Curriculum Theme: Relationships, Conflict & Identity/ EDI:
12-Jan 19-Jan	A B	17 18	characterisation and narrative struc	•		Assessment of Progress:
26-Jan	A	19	Practice Papers: Stephen and Kate,			LANG C1SA: 8 lessons approx.
2-Feb	В	20	Learning Outcomes:	Emma ana nobbie, n	addy Leimon, surassie i ark	Fiction Reading: 5 Qu (60) ST1 (AO1, 2 & 4)
9-Feb FEBRUAR	A	21	GW : Students write a narrative usir	ng a sophisticated st	LANG C1SB: 10 lessons approx. Narrative Writing: 4 titles (45) ST1 (AO5-6)	
_	s / 29 Da		BI: Students make informed choice	•	Tier 3 Vocabulary:	
23-Feb	В	22	EW: Students construct narrative st		the state of the s	Pastiche, anthropomorphism, Zoomorphism
2-Mar	A	23	Prior (Y9)	Now (Y10)	Next (Y11)	History: Modernism, Post-Modernism, evolution of narrative
9-Mar 16-Mar	B A	24 25	Explore the merit of adapting Make jud	igements on narrative	Make informed choice of narrative	structures.
10-14181		23		to influence reader and respond in practise using	structure to suit desired intent. Make discerning VSSP choices which	
				icated array of VSSP	are extensive, robust and mature.	
23-Mar	В	26	precisely.	·.		
			COMMON MISCONCEPTIONS: In planning			
30-Mar	A	ST1	(respond to) misconceptions are address		ual lessons and slide notes.	
	R HOLIDA		LANG C1SA: Fiction Reading (1 hou			
	s / 23 Da		LANG C1SB: Creative Writing (45 minutes)			
20-Apr	В	ST1	EBI responses (2 lessons)		(6.20)	
27-Apr	A	29	Component 2 – Non-Fiction and Tra			See above
4-May*	В	30	Students will explore 19 th and 21 st (•	, , ,	
11-May	Α	31	comparisons on writers' techniques		5 5	
40.11	_	22	transactional and persuasive writing	g types, developing t	neir views and opinions.	
18-May	В	32	Practice Papers: Flight			
	SPRING HALF TERM		Spoken Language (3 Weeks/6 lessons)			Foundational Concepts:
	s / 34 Da		Students will explore effective presentational skills and prepare a presentation. Students will deliver			Spoken Language: Deliver a speech
1-Jun	Α	33	this presentation, applying the skills they	y have acquired, and en	gage in a discussion.	Curriculum Theme: Relationships & Identity/ EDI:
9-Jun	В	34	Learning Outcomes:	and idoes assessed	a to amostions serves detail	Assessment of Progress:
			GW: Students present straightforw			LANG C3: 6 lessons approx.
			BI: Students express challenging ide	, ,	<u>'</u>	Speech and Discussion (5) PRO (AO7, 8 & 9)
			EW: Students confidently discuss so			History: Evolution of speech writing in the digital age
16-Jun	Α	35	Prior (Y9) Express straightforward ideas, with a Express of	Now (Y10) challenging ideas, using a	Next (Y11) Express sophisticated ideas sensitively	
			structured presentation. range of v	vocabulary to meet audience.	matching vocabulary to purpose.	
				questions and respond and in detail.	Listen and respond to questions perceptively with elaborate detail.	
			COMMON MISCONCEPTIONS: In planning			
			(respond to) misconceptions are address	•		
23-Jun	В	36	Component 1 – 20th Century Fiction			See above
30-Jun* 7-Jul	A B	37 38	Students will develop analysis of lar	nguage & structure v	vith 20 th Century Prose extracts.	
7-301		30	They will create a portfolio of narra	tive plans and drafts	, developing skills of	
14-Jul	Α	39	characterisation and narrative structure and honing control of VSSPS for effect.			
			Practice Papers: Megan in London,	The Affair		

	Overview of Year 10							
Flight Path	By the end of Year 10, students will have learned:							
	Shakespeare's Craft	The Art of Poetry	Dramatic & Theatrical Expression	Prosaic Form & Conventions	Exploring Non-Fiction Texts	Writing for Impact: Rhetoric & Imagination		
Good When (Band 3/4)	Distinguish between the original and contemporary contexts and themes. Evaluate the complexity of Shakespeare's characters. Share critical and personal responses to performances. Justify own interpretations of language and structure of the text. Make informed evaluations that derive from close textual analysis. Sophisticatedly, distinguish the varied contexts and features of each poem. Apply understanding of poetic conventions and themes to analysis. Share summative judgements on the reader and purpose from analysis. Identify and evaluate the impact of varied structures upon the meaning. Evaluate the language using ambitious, precise subject terminology.		Evaluate the impact of the modern dramatic form on modern audiences. Share critical and personal responses to the presentation of themes. Evaluate structural features used by the writer of the text for impact. Evaluate the complexity of characters through dramatic performance. Justify interpretations and confidently analyse language using textual analysis. Distinguish between the original and contemporary contexts and themes. Share critical and personal responses to the presentation of themes. Evaluate how writers employ structural features for impact. Evaluate the complexity of the writers' characters. Justify interpretations and confidently analyse language through close reading.		Synthesise and distinguish detail from different texts. Track interpretations of language and structure of the text. Make informed evaluations that derive from close textual analysis. Identify and evaluate comparisons on how writers deliver viewpoint. Apply speculative and tentative language to structure comments.	Make judgements on narrative structure to influence reader Identify the transactional conventions best suited to task from planning. Apply and utilise a range of literary and linguistic devices with precision. Make consistent, ambitious choices to meet the purpose and audience brief. Evaluate and respond in practise using a sophisticated array of VSSP precisely.		
	Extract: Standard 20 minutes Part A: Standard 20 minutes Source-Based: 45 minutes So			Source-Based: 45 minutes Narrowed Character/Theme	rrowed Character/Theme Narrowed Character/Theme No support; no reduced choice			
	Context	Theme/Genre	Language/Tone	Structure/Form				
Better If (Band 4)	Addition to the above, in line with the relevant GCSE mark schemes, students will achieve ALL of the Band 4 descriptors including: Literature Foundational Concepts Show a secure understanding of key aspects of the text Support and justify their responses by well-chosen direct reference to the text, including quotations. Analyse writers' use of language, form and structure, discussing meanings and effects of stylistic features used by the writer. Secure knowledge of the relationships between texts and the contexts in which they were written. Addition to the above, in line with the relevant GCSE mark schemes, students will achieve ALL of the Band 4 descriptors including: Language Foundation Concepts Analyse how language and structure are used to achieve effects Effectively use subject terminology to support comments. Make detailed comparisons about content. Give a detailed, critical evaluation of the text and its effects. Appropriately adapt register, structure and content to suit PAF. Purposefully select sentence structures and vocabulary to achieve partie effects, with secure control of punctuation and spelling.							
Addition to the above, in line with the relevant GCSE mark schemes, students will achieve ALL of the Band 4 and SOME Band 5 descriptors incl								
Excellent When (Band 4/5)	Literature Foundational Concepts Use a sensitive and evaluative ap Show a perceptive understanding response Include pertinent, direct referent Appreciate writers' use of langua Explore and Evaluate the way me form. Have an assured understanding owere written.	proach to the task to analyse of the text, perhaps with son ces from across the text, including, form and structure, caning and ideas are conveyed	ne originality in their personal ding quotations.	Provide detailed a effects employing Make sustained a Give a detailed an Confident adapta Develop content to convincing detail. Make appropriate	Language Foundation Concepts Provide detailed analysis of how language and structure are used to achieve effects employing well-considered subject terminology to support comments. Make sustained and detailed comparisons. Give a detailed and persuasive evaluation of the text and its effects. Confident adaptation of register to meet the requirements of PAF. Develop content that is ambitious, pertinent and sophisticated, with convincing detail. Make appropriate selection of sentence structures and vocabulary for effect, with well controlled sentence construction.			

ESSENTIAL: Consult these documents before planning / teaching the units: 1. Mapping of Equality, Diversity & Inclusion (EDI) in English 2. Mapping Devices and Terminology 3. Context Mapping 4. Grammar Mapping

Cross Curricular Links & Careers 1) Make CC Links within units 2) Promote Gatsby Benchmark 4: Linking curriculum learning to careers (on KOs/linked to units)

v	Art: Use art to inspire study /	History: Research relevant periods	MfL: Identify links to other	Media/ICT: Use ICT to present /	
Link	consolidate understanding.	to understand Lit texts.	languages during apt units.	research. Assess media e.g. film.	
22	Music: Use music to inspire	Geography: Plot Lit on world map,	Drama: Use performance to fully	Religious Studies: Build	
	feelings/ideas. Link to Lit genres.	discuss different locations.	appreciate Lit beyond the page.	knowledge of faiths through Lit.	
S.	LIT C1	LANG C1	LANG C2	LIT C2	
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Care	Media	Writer (novelist, poet) / Librarian	Journalist / Reporter	Barrister / Judge / Solicitor	

REVISION / RECALL / REWIND / RETRIEVE: Units in Language and Literature are expected to be taught concurrently throughout the year, with regular quick quizzing and use of retrieval booklets to maintain knowledge recall. Please interleave lesson units, ensuring an evenly spaced gap between lessons to encourage sufficient retrieval and limit the 'forgetting curve'.

<u>NB</u>: Units will utilise Knowledge Organisers (created where needed). All will have Tier 2 vocabulary embedded (addition to the whole-school Coxhead's 570 AWL). Tier 3 vocabulary is listed on page 1 (from Mapping Devices & Terminology). See the 'English Foundational Concepts' for Y6-Y12 mapping.