‘Raising the Achievement of All’

KEY STAGE 4 – Year 10 CURRICULUM MAP 2026 - 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	**A Christmas Carol** How does Dickens present Scrooge's transformation? • What messages does Dickens convey about Victorian society? • How do language, structure and context shape the novella?	**A Christmas Carol** How does Dickens present Scrooge's transformation? • What messages does Dickens convey about Victorian society? • How do language, structure and context shape the novella?	**Anthology Poetry** How do poets use methods to convey ideas? How do poets present the **Power in 8 poems** from the cluster?	**Paper 1 Language** How do you successfully construct responses to questions 1-5 for English Language Paper 1	**Macbeth** How does Shakespeare explore ambition, power and guilt? • How are key characters presented and developed? • How do context and tragedy shape the play?	**Macbeth** How does Shakespeare explore ambition, power and guilt? • How are key characters presented and developed? • How do context and tragedy shape the play?
Content: **‘Know what’**	Plot, characters and themes. • Victorian England and Dickens' purpose. • Language, structure and writer's methods.	Plot, characters and themes. • Victorian England and Dickens' purpose. • Language, structure and writer's methods.	To Know context, content, techniques and meaning of 4 **Power poems**.	To know the core language and structure techniques used to construct effective creative imaginative writing.	Plot, characters and themes. • Jacobean context, kingship and the supernatural. • Shakespeare's language, structure and dramatic methods.	Plot, characters and themes. • Jacobean context, kingship and the supernatural. • Shakespeare's language, structure and dramatic methods.
Expertise **‘Know how’**	Analyse characters and themes using evidence. • Explain Dickens' methods and intentions. • Write analytical paragraphs using quotations.	Analyse characters and themes using evidence. • Explain Dickens' methods and intentions. • Write analytical paragraphs using quotations.	To confidently compare 8 **Power poems** within the anthology cluster studied.	To write extended pieces using picture prompts or given topics To organise information and ideas, using structural and grammatical features to support coherence. creative, imaginative topics.	Analyse Shakespeare's methods and themes. • Integrate quotations and context effectively. • Write GCSE-style analytical essays.	Analyse Shakespeare's methods and themes. • Integrate quotations and context effectively. • Write GCSE-style analytical essays.
Literacy/ Numeracy/ SMSC/	Reading fluency. • Subject-specific vocabulary. **Spiritual:** Redemption and compassion. **Moral:** Responsibility and generosity. **Social:** Poverty and inequality. **Cultural:** Victorian Britain and social reform.	Reading fluency. • Subject-specific vocabulary. **Spiritual:** Redemption and compassion. **Moral:** Responsibility and generosity. **Social:** Poverty and inequality. **Cultural:** Victorian Britain and social reform	Students will develop their analytical writing and critical thinking skills	To produce original and creative responses to given prompts.	Reading Shakespeare fluently. • Subject-specific vocabulary. **Spiritual:** Fate and the supernatural. **Moral:** Ambition, guilt and responsibility. **Social:** Leadership, loyalty and justice. **Cultural:** Jacobean beliefs and Shakespeare's lasting influence.	Reading Shakespeare fluently. • Subject-specific vocabulary. **Spiritual:** Fate and the supernatural. **Moral:** Ambition, guilt and responsibility. **Social:** Leadership, loyalty and justice. **Cultural:** Jacobean beliefs and Shakespeare's lasting influence.
Disciplinary literacy	Use literary terminology accurately. • Support interpretations with quotations. • Analyse language, structure and context using evidence.	Use literary terminology accurately. • Support interpretations with quotations. • Analyse language, structure and context using evidence.	Critiquing how the writer’s methods affect meaning.	Adapting writing styles to meet the demands of the audience and purpose. - Producing extended analytical essays that have a clear focus.	Use precise literary terminology. • Develop critical interpretations with textual evidence. • Analyse language, structure and context in GCSE-style responses.	Use precise literary terminology. • Develop critical interpretations with textual evidence. • Analyse language, structure and context in GCSE-style responses.
Careers	Throughout Year 10, students develop the advanced reading, writing and analytical skills required for GCSE success and a wide range of future careers. Studying *A Christmas Carol*, *Macbeth*, Anthology Poetry and English Language develops critical thinking, persuasive communication and creative writing, supporting careers in law, journalism, teaching, marketing, publishing, media, public relations and the creative industries. Across all units, students strengthen their ability to analyse evidence, communicate effectively and think independently—skills that are highly valued by employers and universities.					