

Curriculum Summary Document

Year 10 – English

Power, Responsibility and Perspective:

Understanding how writers influence society and shape viewpoints

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for success at GCSE?	Links to other Subjects
Literature: A Christmas Carol + P&C: 'Power of Man'	Autumn Term	<p>A Christmas Carol is studied as a core GCSE Literature text. Students will explore how Dickens uses character transformation, symbolism and social commentary to critique inequality. They will develop thesis-led essay structure, practising how to introduce a conceptual argument, select precise evidence and analyse language, structure and writer's intention.</p> <p>Alongside this, the 'Power of Man' poem cluster enables students to discuss how poets use imagery, tone and structural choices to convey dominance, injustice and influence. Students compare how ideas are presented across texts, developing comparative language and interpretative confidence.</p>	<p>Develops the ability to formulate a clear, conceptual argument in analytical writing.</p> <p>Strengthens close language analysis and embedding of contextual understanding.</p> <p>Introduces comparative discussion between texts, preparing students for Literature Paper 1 and Poetry comparison.</p>	<p>Oracy – developing confidence in explaining interpretations aloud and listening to others to refine ideas.</p> <p>History – Victorian social reform</p> <p>PSHE – empathy, inequality and social responsibility</p> <p>Religious Studies – morality and redemption</p>
Language: Paper 2 Section A		<p>Students read a range of nonfiction texts from different time periods, learning how writers construct viewpoint, bias and tone. They practise summarising information, comparing perspectives and identifying persuasive techniques. Students learn how to unpack method and effect in clear analytical sentences.</p> <p>This supports their Literature learning by reinforcing how writers use language purposefully to influence readers.</p>	<p>Builds inference and comparison skills which are foundational to GCSE analysis.</p> <p>Strengthens students' ability to identify viewpoint and evaluate how meaning is shaped, preparing for Language Paper 2.</p>	<p>Oracy – articulating comparisons and justifying interpretations in discussion.</p> <p>History – contextual viewpoints over time</p> <p>Media Studies – evaluating persuasive messaging</p>

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<p>Literature:</p> <p>An Inspector Calls + P&C Revision</p>	<p>Spring Term</p>	<p>Students study <i>An Inspector Calls</i> as a play written to promote social change. They explore how Priestley uses character contrast, dialogue and stagecraft to highlight responsibility, class and moral consequence.</p> <p>Students analyse key moments to explain how tension is built and how the audience is positioned to reflect on their own values. They practise writing extended analytical paragraphs with a clear line of argument, selecting and integrating quotations and linking interpretations to the play's context and message.</p> <p>Poetry revision develops students' ability to compare how poets present ideas across different texts. Students revisit key poems, focusing on how imagery, tone and structural choices shape meaning. They learn to explain similarities and differences clearly, using comparative sentence structures and evaluative language to articulate thoughtful interpretations.</p>	<p>Strengthens control of extended analytical writing.</p> <p>Reinforces ability to comment on writer's intention and contextual purpose.</p> <p>Develops confidence in comparative reasoning required for Literature Paper 2.</p>	<p>Oracy – discussing ethical responsibility and character motivation in debate.</p> <p>Citizenship – accountability and community ethics</p> <p>Drama – performance and staging interpretation</p>
<p>Language:</p> <p>Paper 1 Section A & B</p>		<p>Students analyse descriptive fiction extracts, learning to comment on atmosphere, imagery, symbolism and narrative perspective. They practise evaluating the writer's choices and developing interpretive judgements.</p> <p>In Section B, students craft their own narrative or descriptive writing, focusing on structure, sensory detail, sentence variety and control of tone. They learn planning strategies and editing for effect.</p>	<p>Develops precision in analysing individual language choices.</p> <p>Strengthens crafted, deliberate writing.</p> <p>Builds confidence for both analytical and creative demands of Language Paper 1.</p>	<p>Oracy – sharing narrative ideas and giving verbal feedback to shape writing.</p> <p>Art – visual imagery and mood</p> <p>Music – tone and pacing for effect</p>
<p>Literature:</p> <p>P&C: 'War and Nature' +</p>		<p>Students complete the Poetry Anthology by exploring poems that</p>	<p>Strengthens independence, interpretative confidence</p>	<p>Oracy – exploring interpretations collaboratively to</p>

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Unseen Poetry	Summer Term	<p>address conflict, identity and the natural world.</p> <p>They learn how poets use metaphor, contrast, structure and tone to shape meaning and influence the reader's response.</p> <p>Students practise explaining how specific techniques contribute to overall themes, and continue to build confidence in forming and developing their own interpretation.</p> <p>Unseen Poetry introduces strategies for approaching poems they have not studied before. Students learn to identify the main ideas quickly, select relevant evidence, and explain how language and structural features create effect. They practise planning and writing a clear analytical response under timed conditions, building independence and confidence for the exam.</p>	<p>and flexibility in applying analytical methods.</p> <p>Prepares students directly for the unseen comparison in Literature Paper 2.</p>	<p>build confidence with unseen texts.</p> <p>History – war, power and human experience</p> <p>Geography – environment and landscape imagery</p>
Language: Paper 2 + Spoken Language NEA		<p>Students refine persuasive and discursive writing, crafting viewpoints with clarity, logical structure and rhetorical control. They learn how to adapt register, tone and vocabulary for different audiences.</p> <p>The Spoken Language NEA allows students to research, structure and deliver a speech on an issue that matters to them, developing confident verbal communication.</p>	<p>Strengthens sophisticated argumentation and control of voice.</p> <p>Builds confidence in presenting ideas clearly and persuasively.</p> <p>Prepares students for Language Paper 2 and the Spoken Language NEA.</p>	<p>Oracy – rehearsing speech delivery to control tone, emphasis and audience impact.</p> <p>Drama – performance voice and delivery</p> <p>PSHE – personal identity and expression</p>