



# ABINGDON

## HOUSE SCHOOL

***Curriculum map overview for:  
Year 10 English (KS4, 25-26) Y10 lower***

<b>Term</b>  <b>(Weeks)</b>	<b>Topic/Unit (weeks)</b>	<b>Key Objectives</b>	<b>Type of assessment</b>
<b>Week 1</b> <b>(First full week)</b>	<b>Setting the tone</b>	<p>As students begin Year 10, they are also starting their formal GCSE journey—a key stage in their education. This is an important time for them to develop strong study routines, build academic confidence, and feel secure about the path ahead.</p> <p>At this stage, we focus on helping students establish positive learning habits and supporting their wellbeing. We take time to talk them through what to expect over the next two years, including how they will be assessed and how they can prepare well for their final exams.</p> <p>We know that starting GCSEs can feel overwhelming for some students, so this term we're working closely with them to reduce any anxiety. We'll be explaining the structure of both the English Language and English Literature courses in a clear, manageable way, introducing useful study skills, and guiding them on how to manage their workload. This includes helping them build consistent approaches to homework, revision, and organisation.</p> <p>Where appropriate, some students may also</p>	GL assessment

		<p>work towards Functional Skills qualifications in English. These are nationally recognised qualifications that focus on practical, real-life English skills and may be a more suitable pathway for some learners.</p> <p>Our aim is to ensure that every student feels supported, prepared, and confident as they begin this important chapter.</p>	
<b>Autumn 1 (7)</b>	<p><b>AQA Lit Paper 2 - modern text</b></p> <p><b>Text: <i>Blood Brothers</i></b></p>	<p>Objectives: to spark enjoyment and have a confident knowledge of the play (see below)</p> <p>Key knowledge: plot, character, themes as per knowledge organiser</p> <p>Skills: summarising, comprehension, topic sentence construction and quotation selection</p> <p>Key terms: foreshadowing, stage directions, acts, characterisation, themes, plot</p>	<p>Formative assessment: retrieval based lesson starter tasks, cold calling (warm where appropriate), MCQs, bitesize writing tasks (summarising, topic sentence construction, quotation selection)</p> <p>Summative assessment: plot, character, thematic and quotation quiz and short written task (see writing skills above).</p>
<b>Autumn 2 (7)</b>	<p><b>19th Century Novel <i>A Christmas Carol</i> (English Literature - Paper 1)</b></p>	<p>A Christmas Carol (Lit 1) + non-fiction analysis (LP2 A) using Victorian and modern extracts linked to ACC context</p> <p>This term, our Year 10 students will be studying A Christmas Carol by Charles Dickens as part of their GCSE English Literature course.</p>	<p>Class discussions</p> <p>Peer assessment</p> <p>Redrafting</p>

		<p>This unit introduces students to the language, themes, and historical context of this classic 19th-century novel. They will explore how Dickens uses character, setting, and narrative structure to present ideas about social responsibility, poverty, and redemption.</p> <p>Students will develop key analytical skills such as close interpretation, supporting ideas with textual evidence, and understanding how Victorian context shapes the novel's meaning and impact.</p>	<p>Self assessment</p> <p>Q&amp;A</p> <p>Observations</p> <p>Mini Whiteboards</p> <p>End of unit assignment</p>
<b>Spring 1 (6)</b>	<b>Language Paper 1 - Fiction Reading and Writing</b>	<p>This term, our Year 10 students will be working on <i>Explorations in Creative Reading and Writing</i>, which forms Paper 1 of the AQA GCSE English Language (8700) specification.</p> <p>This unit is designed to build students' skills in both reading and writing fiction. In Section A, students will read and analyse an unseen literary fiction extract, developing their ability to interpret language, structure, and the writer's craft. They will learn to write clear, structured analytical responses—focusing on key assessment objectives including inference, close analysis, and evaluating the impact of language choices.</p> <p>In Section B, students will develop their creative writing by crafting engaging and imaginative descriptive or narrative pieces.</p> <p>Using a range of stimuli - including images, story openings, and extracts - students will practise planning, drafting, and refining their work with attention to vocabulary, sentence control, tone, and structure.</p> <p>Through this unit, students will strengthen their confidence in reading unseen texts and expressing themselves through original writing - essential skills for success in both GCSE English Language and beyond.</p>	<p>Performance based activities</p> <p>Class discussion</p> <p>Extract analysis</p> <p>Q&amp;A</p> <p>Observations</p> <p>Mini Whiteboards</p> <p>End of unit assignment</p>
<b>Spring 2 (6)</b>	<b>Shakespeare Macbeth (English Literature -</b>	<p>This term, our Year 10 students will be studying Macbeth by William Shakespeare as part of their GCSE English Literature course.</p>	<p>Extract analysis</p>

	<b>Paper 1)</b>	<p>This unit focuses on developing key GCSE skills such as analysing Shakespeare's use of language, structure, and dramatic form, as well as exploring universal themes such as conflict, fate, family, and identity.</p> <p>Students will learn how to respond to both extract-based and whole-text questions - practising how to write structured, analytical essays supported by relevant textual evidence and thoughtful interpretation.</p> <p>Studying Macbeth in Year 10 ensures students build a strong foundation in understanding Shakespeare's language and dramatic techniques early in their GCSE course - preparing them effectively for formal assessments and the final exam at the end of Year 11.</p>	<p>Performance based activities</p> <p>Q&amp;A</p> <p>Observations</p> <p>Mini Whiteboards</p> <p>End of unit assignment</p>
<b>Summer 1 (5)</b>	<b>Explorations in Persuasive Reading and Writing (English Language - Paper 2)</b>	<p>This term, our Year 10 students will be focusing on non-fiction reading and writing as part of their GCSE English Language course. This unit is based on Paper 2: Writers' Viewpoints and Perspectives from the AQA GCSE English Language exam.</p> <p>It is designed to help students explore how writers express their opinions and ideas about important issues - both in the past and today.</p> <p>In the first part of the unit, students will read and compare two non-fiction texts - one from the 19th century and one from the 20th or 21st century. These could include newspaper articles, travel writing, speeches, letters, or diary extracts. Students will practise identifying viewpoints, analysing how language is used to influence the reader, and comparing perspectives across time.</p> <p>In the second part of the unit, students will develop their own non-fiction writing skills. They will practise writing texts such as speeches, letters, or articles, giving their own opinion on a theme linked to what they've read. The focus will be on clear structure, persuasive language,</p>	<p>Class discussions</p> <p>Q&amp;A</p> <p>Observations</p> <p>Peer &amp; Self Assessment</p> <p>Mini Whiteboards</p> <p>End of unit assignment</p>

		and accurate spelling, punctuation, and grammar.	
<b>Summer 2 (6)</b>	Carousel of y10 content revision		Class discussions & Q&A  Peer & self assessment  Observations  End of unit assignment

**Contact details:**

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**Helpful links:**

1. GCSE English Literature Exam Specification - <https://www.aqa.org.uk/subjects/english/gcse/english-8702/specification/specification-at-a-glance>
2. GCSE English Language Exam Specification - <https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification/specification-at-a-glance>