

English

Year 10

Scheme of Learning 2025 - 2026

Subject leader: P Jones

Topics by term	Topic overview for Year 10					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	'Macbeth' by William Shakespeare (LIT P1 – Section A) + Power and Conflict	'Macbeth' by William Shakespeare (LIT P1 – Section A) + Power and Conflict	An Inspector Calls Power and Conflict Comparative writing Unseen Poetry Exam writing practise	Revision all texts. Exam question practise	Revision all texts. Exam question practise	Spoken Language Endorsement

Exam Board: AQA

Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
Term 1 and 2 – Macbeth							
Topic 1: Introduction							
Paper 1 Section B	<ul style="list-style-type: none"> What is ‘Macbeth’? 	<ul style="list-style-type: none"> Visual images to incite reaction Initial expectations of the text Discussion surrounding the title and key quotes 	Students should be able to: <ul style="list-style-type: none"> Explain what they have inferred from the title and text front covers and/or quotes. Well selected, philosophical quotes with discussion Books set-up as revision guides with characters, plot, setting, language, context etc. labelled ready to fill out 	<ul style="list-style-type: none"> Inference Summary Organisation Denotation Connotation Effect 	Within class: <ul style="list-style-type: none"> Checking of understanding Quick win test – basic knowledge Differentiated questioning Self and peer assessment Discussion linked with AO1 and AO2 At home Directed writing alongside Literature	Power point <ul style="list-style-type: none"> Visual images 	<ul style="list-style-type: none"> Cultural capital
Topic 2: Context							
Paper 1 Section B	<ul style="list-style-type: none"> What is meant by context? What were the beliefs and ideas of those in Shakespeare’s society? 	(AO3) <ul style="list-style-type: none"> Main events surrounding the time Macbeth was written Key figures and changes 	Students should be able to: <ul style="list-style-type: none"> Recall key events, dates and people 	<ul style="list-style-type: none"> Literary context Interpretation Debate 	Within class: <ul style="list-style-type: none"> Discussion with students 	<ul style="list-style-type: none"> PowerPoint Visualiser Knowledge organiser 	<ul style="list-style-type: none"> Gender Power Families

		<ul style="list-style-type: none"> • Relevant context for the play • 	<ul style="list-style-type: none"> • Link the history to the text <p>Consider how the society of the time affects the way the text is received by the readership</p>		<ul style="list-style-type: none"> • Questioning of prior learning in History lessons <p>At home:</p> <ul style="list-style-type: none"> • Use revision notes and knowledge organiser to revise GCSE POD 		<ul style="list-style-type: none"> • Relationships • Conflict • Beliefs
Topic 3: Read the play							
Paper 1 Section B	<ul style="list-style-type: none"> • Who is Macbeth? • What are the major plot points in 'Macbeth'? • What atmosphere is created at the beginning of the play and why? • How are we initially introduced to Macbeth's character? • What do the witches tell Macbeth and Banquo? • What do we learn about Macbeth and Banquo's characters from their reaction to the witches? • What is ambition? • What do we learn about Macbeth in Act 1, Scene 4? • Who is Lady Macbeth? • What is the relationship like between Macbeth and Lady Macbeth? • What reasons does Macbeth give for not going ahead with Duncan's murder? • How does Lady Macbeth react when Macbeth refuses to go through with the murder? • How does Macbeth act just before he murders Duncan? • What does Macbeth say in his famous 'Is this a dagger...' speech? • What do Macbeth and Lady Macbeth do after the murder? • Who is the Porter? • Who is Macduff? • How does Duncan's murder affect the Great Chain of Being? 	<ul style="list-style-type: none"> • Read the play • Take <u>active</u> notes as you read <p>A range of activities for students to explore the text: character profiles, quotes explosion, drama, setting design etc.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify key characters, plot, themes, quotes, context, language and structure and organise these notes for future revision • Explain the plot of the text in detail, recalling key scenes and events • Discuss the development of individual characters • Identify the key themes of the play and explain their relevance • Consider the readership and how they react to the text <p>Explore modern views and how reactions have changed</p>	<ul style="list-style-type: none"> • Themes • Context • Language • Structure <p>Characters</p>	<p>Within class:</p> <ul style="list-style-type: none"> • Questioning • Summary writing • Quick win quizzing • No hands up feedback • Directed writing to support interpretation <p>At home:</p> <ul style="list-style-type: none"> • Use revision notes and knowledge organiser to revise GCSE Pod 	<ul style="list-style-type: none"> • PowerPoint • Play • Visualiser • Knowledge organiser 	<ul style="list-style-type: none"> • Gender • Mental health • Society • Relationships • Self-harm • Friendships • Rights and responsibilities • Beliefs • Power • Conflict • Religion

	<ul style="list-style-type: none"> • What is the relationship between Banquo and Macbeth like in Act 3, Scene 1? • How has Macbeth's state of mind developed from the beginning of the play to this point? • Why does Banquo's ghost appear to Macbeth? • Who is Hecate? • What do the three apparitions tell Macbeth? • Who is Lady Macduff? • What happens to Lady Macduff and her son? • What is the relationship like between Malcolm and Macduff? • Which qualities are said to make a good king? • What becomes of Lady Macbeth? What becomes of Macbeth? 						
Paper 1 Section B	How do I analyse an extract from Macbeth?	<ul style="list-style-type: none"> • Students to analyse extracts using the an exam style approach • Time and support to be reduced as lessons progress <p>Students to produce essay plans to model that of the supported assessment</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Display their understanding of the approach to the play through repetition <p>Practice the approach as well as production of essay plans</p>	<ul style="list-style-type: none"> • Revision • Context terms <p>Language and structure terms</p>	<p>Within class:</p> <ul style="list-style-type: none"> • Production of a detailed essay plan • Supported and Landmark assessment <p>At home: Completion of the written essay under timed conditions</p>	<ul style="list-style-type: none"> • PowerPoint • Play • Visualiser Knowledge organiser 	<ul style="list-style-type: none"> • Gender • Mental health • Society • Relationships • Self-harm • Friendships • Rights and responsibilities • Beliefs • Power • Conflict • Religion •
Terms 3: Paper 2 Focus: Revision of Paper 2 texts and exam essay writing skills							
Topic 1: Unseen poetry and Unseen poetry comparison							

Paper 2	How do I write a GCSE style response?	Essay writing with explicit assessment objectives	Students should be able to: Write an extended response	<ul style="list-style-type: none"> •Context terms •Poetic devices •Analysis •Explanation 	<p>Within class:</p> <ul style="list-style-type: none"> •Differentiated questioning •Self and peer assessment against modelled answers and supported responses <p>At home:</p> <ul style="list-style-type: none"> Revision GCSE Pod 	<ul style="list-style-type: none"> • Unseen collection of poems • Exam exemplars 	<ul style="list-style-type: none"> •Humanity •Kindness •Family •Relationship •Empathy •Society •Support Mental health
Topic 2: Power and Conflict comparative writing							
Paper 2	How do I write a GCSE style response?	<ul style="list-style-type: none"> • Essay writing with explicit assessment objectives 	Students should be able to: Write an extended response	<ul style="list-style-type: none"> •Context terms •Poetic devices •Analysis •Explanation 	<p>Within class:</p> <ul style="list-style-type: none"> •Differentiated questioning •Self and peer assessment against modelled answers and supported responses <p>At home:</p> <ul style="list-style-type: none"> • Revision GCSE Pod 	<ul style="list-style-type: none"> • Poetry anthology 	<ul style="list-style-type: none"> •Conflict •Power •Humanity •Kindness •Democracy •Human rights •Empathy •Society •Support •Mental health
Topic 3: An Inspector Calls essay writing							
Paper 2	How do I write a GCSE style response?	Lessons 2-6 Essay writing with explicit assessment objectives	Students should be able to: <ul style="list-style-type: none"> • Write an extended response 	<ul style="list-style-type: none"> • Context terms • Literary methods • Analysis • Explanation • 	<p>Within class:</p> <ul style="list-style-type: none"> • Differentiated questioning • Self and peer assessment against modelled answers and supported responses <p>At home:</p> <ul style="list-style-type: none"> • Revision GCSE Pod 	<ul style="list-style-type: none"> • Quotation banks 	<ul style="list-style-type: none"> •Community •Responsibility •Consent •Relationships •Healthy lifestyle – alcohol •Charity •Empathy •Community •Society •Morality •Rule of law

							•Gender
Terms 4 Revision of Paper 1, then Paper 2 texts							
Topic 1: Essay writing focus							
Paper 2 Section A	What is expected of me in the exam?	Students will be shown exam style questions, discuss Revision of the Assessment objectives, and how the examiner will interpret some of these objectives. Exemplars will be shown to students and deconstructed annotating the AOs.	Students should be able to: <ul style="list-style-type: none"> • Explain the AOs • Identify the skills in the question • Discuss the key elements in the exam questions 	<ul style="list-style-type: none"> • Analysis • Context • Interpretation • Comparison 	Within class: <ul style="list-style-type: none"> • Questioning regarding prior knowledge of AOs • Deconstructions of exemplars 	<ul style="list-style-type: none"> •Powerpoint •Visualiser •Anthology •Exam exemplars 	<ul style="list-style-type: none"> •Resilience •Independence
Terms 5 Revision of all texts: essay writing practise							
Paper 2 Section A	How do I write a GCSE style response?	Essay writing with explicit assessment objectives <ul style="list-style-type: none"> • Students will be directed to attempt all types of GCSE Literature questions in preparation for the exams. 	Students should be able to: Write an extended response	<ul style="list-style-type: none"> • Context terms • Literary methods • Analysis • Explanation • AO1/2/3 	Within class: <ul style="list-style-type: none"> • Differentiated questioning • Self and peer assessment against modelled answers and supported responses At home: <ul style="list-style-type: none"> • Revision GCSE Pod 	Quotation banks	<ul style="list-style-type: none"> •Resilience •Independence •Gender •Community •Society •Power •Democracy •Charity •Mental health •Conflict
Term 6: Spoken Language Endorsement							
	<ul style="list-style-type: none"> • How do I write a speech? • What makes a good speech topic? • What do I need to research for my speech? • How do I present a speech? 	Students should: <ul style="list-style-type: none"> • Explore a range of speeches, both from the text but also from wider culture. 	Students should be able to: Explain key language used in speeches	<ul style="list-style-type: none"> • Rhetoric • Speech • Delivery • Expression • Tone • Persuasion 	<ul style="list-style-type: none"> • Within class: <ul style="list-style-type: none"> • Questioning • Summary writing • Quick win quizzing 	PowerPoint · Visualiser · Knowledge organiser	<ul style="list-style-type: none"> Resilience Independence · Bravery · Race · Gender · Society

	<ul style="list-style-type: none"> · Can I engage with another person's speech and ask relevant questions? 	<ul style="list-style-type: none"> · Consider the features of speech · Explore speech topics · Consider the NEA mark scheme 	<ul style="list-style-type: none"> -Identify effective speech delivery -Talk about how to engage an audience -Research a topic -Consider other viewpoints -Present to the class 		<ul style="list-style-type: none"> • Directed writing to support speech construction • At home: · Research specific topic and produce plans and/or drafts 		<ul style="list-style-type: none"> · Climate responsibility Morals · Rule of law · Justice
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