Year 10	Subject: English	Exam Specification AQA			
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	An Inspector Calls and Language Paper 1	Power and Conflict Poetry	Unseen Poetry and Language Paper 1	Revision and Exam Skills Preparation	The Tragedy of Macbeth	English Language Paper 2 and Spoken Language
Unit Length	7 Weeks	7 Weeks	5 Weeks	6 Weeks	8 Weeks	4 Weeks
Knowledge/ Skills	Key Knowledge • Priestley's plot, characters, dramatic structure and methods; responsibility, class, gender and generational conflict. • 1912 setting and 1945 audience. Fiction reading and creative writing methods. Key Skills • Sustain an argument with precise evidence and contextual interpretation. • Analyse fiction language and structure; evaluate effects. • Develop coherent narrative and descriptive writing.	Key Knowledge • All 15 poems in the Power and Conflict cluster: meanings, voices, themes and relevant contexts. • Language, form and structure; connections and contrasts. Key Skills • Choose a suitable comparison, develop a conceptual argument and integrate evidence from both poems. • Explain how methods shape meaning; recall useful quotations accurately.	Key Knowledge • Unseen poems: speaker, situation, tone, imagery, form and structure. • Fiction retrieval, language, structure and evaluation; narrative and descriptive craft. Key Skills • Interpret unfamiliar poetry and compare methods. • Apply Paper 1 reading approaches independently; plan and revise controlled creative writing with accurate expression.	Key Knowledge • Secure knowledge of texts and poems taught so far, question demands and assessment criteria. • Retrieval practice, planning and editing strategies. Key Skills • Recall quotations, select relevant evidence and sustain analytical arguments. • Practise independent responses under timed conditions; use feedback to improve reading and writing.	Key Knowledge • Shakespearean tragedy, plot and character development. • Ambition, power, kingship, guilt, violence and the supernatural. • Dramatic irony, soliloquy, imagery and relevant Jacobean context. Key Skills • Link extract and whole play through a sustained interpretation. • Analyse language, form and structure; integrate precise references and relevant contextual ideas.	Key Knowledge • Non-fiction viewpoints, purpose, audience and register across periods. • Summary, inference, language and comparison. • Argument structure, rhetoric and formal presentation. Key Skills • Compare ideas and methods; support inferences with evidence. • Write a coherent viewpoint for a specified form and audience. • Present clearly, listen and respond to questions.
Prior Learning/ End Point	Build on Year 9 Othello analysis and fiction reading and writing. **End point**: an independent An Inspector Calls essay and diagnostic Paper 1 reading and creative writing responses.	Build on Year 9 nature-poetry comparison and Year 8 conflict poetry. **End point**: a supported comparison of a named anthology poem with a second poem selected independently.	Build on anthology methods and Autumn 1 fiction work. **End point**: independent unseen analysis and comparison, plus a complete Language Paper 1 practice response.	Revisit An Inspector Calls, anthology poetry, unseen poetry and Language Paper 1. **End point**: improved timed responses showing transfer of feedback to a new question.	Build on Othello's tragic conventions, earlier Shakespeare and Priestley's dramatic methods. **End point**: an extract-to-whole essay explaining Shakespeare's presentation of character or theme.	Build on Year 9 paired non-fiction and spoken word, plus Year 10 analytical writing. **End point**: Paper 2 reading and viewpoint writing, and a prepared spoken presentation with questions.
Assessment Objectives	Literature AO1, AO2 and AO3; AO4 for written accuracy in the modern-text essay. Language reading AO1, AO2 and AO4; writing AO5 and AO6. Keep Literature AO4 distinct from Language AO4.	Literature AO1: comparative interpretation and references. AO2: language, form and structure. AO3: relevant contexts. Anthology comparison is assessed through these objectives; do not add separate AO4 marks.	Unseen poetry AO1 and AO2; the short comparison assesses AO2. Language Paper 1 reading AO1, AO2 and AO4; writing AO5 and AO6. Unseen responses do not require contextual knowledge.	Apply task-specific AQA objectives to taught components. Diagnose Literature interpretation, methods and context separately from Language reading and writing. Check accuracy through the relevant AO4 or AO6 criteria.	Literature AO1: informed argument and references. AO2: language, form and structure. AO3: context. AO4: vocabulary, sentence structures, spelling and punctuation in the Shakespeare response.	Language Paper 2 reading AO1, AO2 and AO3; writing AO5 and AO6. Spoken Language AO7, AO8 and AO9: presentation, listening and responding, and spoken Standard English. Use official endorsement criteria.
Adapted Resources Challenge and Scaffolds	Check reading fluency and vocabulary; clarify plot before analysis. Model quotation annotation and argument development through I do We do You do. Fade stems and evidence prompts; extend through alternative interpretations.	Teach meanings and vocabulary before comparison. Model a pairing and a comparative paragraph; use retrieval and a theme map. Reduce organisers over time; extend through nuanced differences in voice and method.	Model a first reading for literal meaning before analysis. Use paired rehearsal and short extracts, then remove prompts. Teach structure and evaluation separately; extend through alternative supported interpretations.	Use assessment evidence to group specific needs. Reteach a small gap, model improvement and reassess independently. Adjust scaffolds for access while maintaining challenge; avoid repeating whole papers without focused feedback.	Read scenes aloud and explain unfamiliar syntax. Use plot checks, glossaries and chunked extracts; model extract-to-whole planning. Fade prompts; extend through tragic patterns and contrasting performance choices.	Model paired inference and comparison; provide vocabulary and form exemplars. Rehearse speech delivery and questions with individual adjustments. Extend through subtle perspectives, counterargument and responsive discussion.

NC/Spec Coverage	**KS4 reading**: contemporary drama, critical response and writer's methods. **Writing**: analytical essays and imaginative texts. AQA 8702 Paper 2 Section A and 8700 Paper 1.	**KS4 reading**: poetry, critical comparison and contextual interpretation. **Writing**: sustained comparative essays. AQA 8702 Paper 2 Section B, Power and Conflict cluster.	**KS4 reading**: unfamiliar poetry and prose, critical evaluation and comparison. **Writing**: imaginative craft and revision. AQA 8702 Paper 2 Section C and 8700 Paper 1.	**KS4 consolidation**: independent interpretation, analytical argument and accurate writing. Revisit taught AQA components using current question formats and mark schemes.	**KS4 reading**: Shakespeare, dramatic methods and contextual understanding. **Writing**: coherent literary analysis. AQA 8702 Paper 1 Section A, Macbeth.	**KS4 reading**: non-fiction from different periods and comparison. **Writing**: purposeful argument. **Spoken English**: formal presentation and responses. AQA 8700 Paper 2 and Spoken Language endorsement.
Cross-Curricular Links	**History**: 1912 and post-war Britain. **Drama**: stagecraft. **RE**: responsibility and morality.	**History and Geography**: contexts, power, war and place. **RE**: peace and human dignity.	**Art and Music**: imagery, tone and rhythm. **Drama**: narrative voice and performance.	**Study skills across subjects**: retrieval, evidence, planning and managing time.	**History**: Jacobean kingship and belief. **Drama**: performance. **RE**: conscience and moral choices.	**Citizenship**: public debate. **History**: changing viewpoints. **Media**: rhetoric and representation.
Assessments	An Inspector Calls essay: /30 content plus /4 AO4. Include short Paper 1 diagnostics for reading and writing. Use feedback to revise a paragraph, then apply the target to a fresh task.	Anthology comparison /30: named poem plus one other from the cluster. Check recall and pairing choices before the essay. Reassess the main comparison or method-analysis gap.	Unseen single poem /24 and comparison /8. Language Paper 1 practice /80: reading /40 and writing /40. Use the correct question-specific mark schemes; reteach identified gaps.	Proposed mock focus: Language Paper 1 /80 and Literature Paper 2 /96, once all assessed content has been taught. Confirm dates against the school calendar. Use question-level analysis to plan follow-up teaching.	Macbeth extract-to-whole essay: /30 content plus /4 AO4. Check plot, evidence and whole-play links before writing. Use feedback on a new extract to test independent improvement.	Language Paper 2 practice /80. Formal Spoken Language presentation with questions, assessed as Pass, Merit, Distinction or Not Classified. Complete recording and assessment records in line with AQA requirements.
Catholic School/ British Values	• Social responsibility, dignity, solidarity and justice. • Examine inequality and accountability; discuss gender and class with mutual respect.	• Compassion, peace and justice. • Consider the human consequences of power, conflict and displacement and respect different perspectives.	• Respect individual voice and differing interpretations. • Select unfamiliar texts sensitively and support evidence-based discussion.	• Responsibility, perseverance and honesty. • Promote equitable access to revision and constructive responses to feedback.	• Justice, moral responsibility and the common good. • Explore ambition, conscience, legitimate authority and the consequences of violence.	• Individual liberty, democracy and mutual respect. • Develop reasoned arguments, evaluate evidence and listen fairly to disagreement.
Cultural Capital Building new horizons	Compare selected stage interpretations. **Possible enrichment**: An Inspector Calls theatre visit or workshop.	Encounter the full cluster's voices and contexts. **Possible enrichment**: Poetry Live or visiting poet.	Read unfamiliar poetry and fiction beyond set texts. **Possible enrichment**: poetry reading or creative writing workshop.	Revisit contrasting interpretations and build independent reading habits alongside examination preparation.	Compare selected stage and screen performances. **Possible enrichment**: theatre-company visit or Shakespeare production.	Read and hear journalism, speeches and literary non-fiction from varied perspectives. **Possible enrichment**: journalist or public speaker visit.
Career Links	Playwright, director, actor, researcher and communications.	Poet, editor, historian, researcher and arts programming.	Author, editor, publishing and literary criticism.	Transferable skills for further study and work: evidence, precision, independent planning and communication.	Playwright, actor, director, dramaturg and theatre design.	Journalism, law, advocacy, marketing, communications and public speaking.
Literacy/ Numeracy Links	Teach dramatic vocabulary, analytical verbs and quotation embedding. Practise coherent argument and sentence accuracy. Use dates and historical chronology precisely.	Teach poetic terminology, comparative connectives and precise quotation. Organise connections and use line or stanza references accurately.	Develop reading fluency, inference and analytical vocabulary. Practise paragraph cohesion, sentence control and proofreading; manage time across sections.	Target recurring spelling, grammar and punctuation errors. Interpret assessment data and plan time proportionately; distinguish raw marks from grades.	Teach tragic and dramatic terminology and unfamiliar syntax. Practise precise references and whole-play argument. Track act and scene sequence.	Teach summary, comparative vocabulary, formal register and rhetorical control. Evaluate numerical claims in sources and plan presentation pace and duration.