



WICKERSLEY
PARTNERSHIP
TRUST

Edition 2
September
2026

ENGLISH

Curriculum Newsletter

YEAR 10

Contact



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Curriculum Intent

At Wickersley Partnership Trust, we understand that getting the curriculum right for each and every individual student is the single most important factor in ensuring progress, encouraging positive engagement and raising aspirations. At Wickersley Partnership Trust, we want all students to leave able and qualified to play their full part in an ever-changing world through an ambitious, creative and innovative curriculum, which empowers students with the skills, knowledge and attributes to allow them to succeed in their next phase of education and their working life. Our curriculum is not driven by performance tables. It is our belief that a strong, broad, balanced curriculum, tailored to individual needs can remove barriers to learning and allow all students to access the curriculum appropriate to them and will therefore meet their individual needs. At WPT, we believe that English should be more than just teaching to an exam. As a core subject, we realise the importance of the fundamental skills that English can offer our students as they learn to articulate their thoughts and ideas on important topics, through a breadth of reading, the written word and their spoken word.

Year 10 Literature Curriculum

At the start of Y10, students will begin their AQA Literature study of nineteenth century literature with A Christmas Carol, building on their knowledge of Gothic Literature taught in Year 9, and the understanding of social allegory taught with Animal Farm in Year 8.

Our three key drivers are found within all of our Literature texts. For the text A Christmas Carol, here are some of the ways in which we see them:

Power

Dickens addresses the imbalance of power between the upper class and working class in society, using Scrooge as the symbol of upper class power and wealth. His treatment of those in poverty shows how unfair and cruel society can be, similar to the imbalance of power seen in Key Stage 3 texts.

Relationships

Dickens presents Scrooge as an isolated character at first, as he refuses to have any meaningful relationships with family and friends. As the story progresses, the change in Scrooge is down to his acceptance that he is not alone in the world and that relationships are fundamental to being a part of a community.

Identity

Scrooge is forced to change his identity from a loathsome, covetous sinner to a respected, charitable gentleman. He recognises the errors of his previous identity and changes for the better of himself and society.

Students then move on to study the play Macbeth, building on their knowledge of Shakespearean tragedy and the concept of the 'tragic hero' from reading the play Othello in Year 9.

Our three key drivers are found within all of our Literature texts. For the play Macbeth, here are some of the ways in which we see them:

Power

The institutional power through Kingship and Leadership is the main driver of this tragic play. Connecting to the main theme of ambition, Shakespeare also explores the corrupting power of overreaching from your position and the impact of guilt as a result. We will consider the concept of a tragic hero and how power is often what leads to the downfall of these characters.

Relationships

The dynamic of Lady Macbeth and Macbeth's relationship is key to developing students' understanding of imbalance of power in a relationship and also what a dysfunctional relationship is.

Identity

We explore the important aspects of Macbeth's identity as a warrior, patriot and masculine character. We also consider how Macbeth as a character is presented as a tragic hero.

Year 10 Language Curriculum

Students will begin their learning of the requirements of Language Paper 1, beginning with how to accurately interpret unseen fiction texts. Students are encouraged to actively read and process new texts, revising the core reading skills taught at Key Stage 3. These skills include information retrieval, inference, explaining the effects of key methods and evaluating ideas about the fiction text based on the writer's decisions. Students then revise how to write an effective piece of descriptive and narrative writing. Students revise key components of narrative and descriptive writing, and are taught how to effectively plan and write sections of their writing and how to end their creative writing to create a desired effect. This advances the knowledge that they have been taught at Key Stage 3.

Later on in the year, students will be introduced to the elements of Language Paper 2.

Assessment Points

Year 10 Students are assessed each half term through BRAG marking of the AQA exam assessment objectives. Students will work on identified misconceptions. Students will also sit mock exam papers in exam conditions, and take part in 'walk through hall mocks' in order to establish the routine of essay writing.

Immerse Yourself

GCSE English Revision

-  Develop skills
-  Study Support
-  English Revision at home

Seneca GCSE Revision

-  Get Revising Quicker!
-  Automatically Marks Work
-  Sets Revision Homework

These revision resources help to support the students revision outside of school.

If they are struggling with topics in lessons or want to enhance their learning in the classroom then these links are an ideal place to cover content at home.

Test Your Knowledge with GCSE English Revision...

WPT's English revision resources are a fantastic way to work on relevant English topics to help you with your studies. Click on the icon below to find out more!



Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

CLASSROOM LEVEL REWARDS

Awarded for: working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.

Rewarded by: praise postcards, positive phone calls to parents/carers, positive text messages home, and lesson-based prizes.

SUBJECT LEVEL REWARDS

Reward scheme: Star of the Week, curriculum awards (Subject/School Way, participation, working with pride, embracing the whole curriculum), high flyer, extra mile, most improved.

Rewarded by: names displayed on reward boards, certificates, social media posts.

Broadening Horizons

There will be performances linked to Literature texts for the GCSE classes and the opportunity for students to compete in a Poetry by Heart competition nationally.



Digital Theatre +

Digital Theatre+ has productions of our Literature texts, educational videos and explanations of the texts, and workbooks that can be downloaded. Click on the logo to find out more!

Young Writers Competition

Hive Young Writers' Competition is open to young people aged 14 to 30, based in the north/midlands. Whether poetry, flash fiction or stories (including script style) are your thing, you can enter up to two pieces of any form at any time before the deadline. Click on the logo for more information!



Careers

Students have been encouraged to think about careers that are intrinsically linked to the skills taught in English lessons, such as lawyers, journalists, advertisers, climate campaigners and how different jobs use different styles of language

English Careers lessons are in September. Each element of the careers lesson links to an aspect of the English Way and represents the importance of students becoming subject specialists in order to take their place in the wider world.

Our Y10 students considered a career in journalism, publishing and the media, creating interesting and impactful headlines for key events and news stories, using language to have an impact on their audience. Click on the logo below for an insight into a journalism career!



The English Way

The English Way enables us to develop well-rounded individuals ready for the next stage of life after school. It is about embedding employability skills such as resilience, collaboration, communication, aspiration, responsibility, tolerance and respect in order for them to be an active participant in the local community and beyond.

THE ENGLISH WAY

We are imaginative and ambitious writers

We communicate our ideas
listen to the ideas of others

We can scan text to quickly gain an overview

We plan, proofread and edit our writing carefully

We strive to be an expert in characters and themes

We express our ideas in a thoughtful and respectful way

We read for pleasure & explore new texts

We adapt our writing style to meet the **purpose**

We explore texts carefully & search for meanings and ideas

We consider the techniques writers have used & the effect they have on the reader

We use sophisticated vocabulary in our writing

SUBJECT WAYS

WICKERLEY PARTNERSHIP TRUST

Have your say! ✨

At WPT we're always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please click on the title to fill out a short feedback form.