

	KS4 ENGLISH Programme of Study (Year 11 2025-26)
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Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8		Week 9		Week 10		Week 11		Week 12		Week 13		Week 14		Week 15	
Autumn 1 – ‘Equality & Diversity’														Autumn 2 – ‘Living in the Wider World’															
Subject Area Topic: Power & Conflict Poetry (1 Big Write per fortnight = 3x creative pieces across the half term)												Subject Area Topic: ‘A Christmas Carol’ (1 Big Write per fortnight = 3x creative pieces across the half term) (Pre 20th Century Novel)																	
W1 Ozymandias Read, understand and respond to text Introduction to Poetry	W2 The Prelude Power of nature The sublime Personal struggle - depression	W3 Storm on the Island (practice comparison for assessment) How is the power of nature presented in SOTI & 1 other poem?	W4 London - conflict between people My Last Duchess - linking by theme of conflict between people	W5 Kamikaze & Poppies Effects of war. Crossover of themes: war, nature, personal struggle Assessment - How are personal conflicts presented in Kamikaze and one other poem?	W6 Equality & Diversity week/ Black history Month Poems about identity by non-white authors: Checking Out Me History	W7 - The Emigree Practice comparison - compare the struggles of immigrants in COMH and The Emigree. Tissue - power of paper in the modern word.	W8 - Sweep up of any poems not covered in the y10 syllabus.	1. RECAP Stave 1 - intro to Scrooge Ghost of Xmas Past Who was Charles Dickens? What was life like in Victorian Britain	2.To explore the presentation of the ghost of Christmas present.	3.To analyse the use of Dicken’s methods in Stave 4.	4To explore the presentation of the ghost of Christmas Yet to come in Stave 5.	5.How is death presented at the end of Stave 5? To compare the death of Tiny Tim and the dead man.	6. End of the novel: Assessment: Is Scrooge ready for redemption?	7.															
Notes/Links/Interleaving EQ&D: voice of non-white writers History - what is a Briton?; Geography - causes of migration; Art - landmarks (Ozymandias, London); Science - living things (Tissue, The Prelude)			Additional Higher Content Level 6+ model responses provided Contextual information about key poets					Notes/Links/Interleaving Science - global warming (Dickens’ winter was colder than our winters); 4 Rs - taking responsibility for one’s actions ie. redemption.			Additional Higher Content Level 6+ model responses provided Context around Dickens’ life & influences																		
Spring 1 – ‘The Circle of Life’ (1 Big Write per fortnight = 3x creative pieces across the half term)												Spring 2 – ‘Conflict’- (1 Big Write per fortnight = 3x creative pieces across the half term)																	
Subject Area Topic: AQA Language Paper 2												Subject Area Topic: An Inspector Calls																	
1.What is the English Language GCSE? Q1 - true/false Q2 - What is a summary, SQUID structure.	2.Q3 - How does the writer use language? Q4 - Comparison Supported responses (I do, we do, you do)	3.Question 5 - persuasive writing Techniques, AFOREST devices, model answers	4.Revisit Q1 & Q2 using new exam paper - supports removed (I do then you do)	5. ASSESSMENT - Independent Q4 (can be collaboratively planned)	6.Assessment feedback Question 5 - revise language devices & apply to own work	W1 - Context, JB Priestley, life in 1912 vs life in 1945. Act 1 - before Inspector arrives. How is Mr Birling presented?	W2 - Inspector arrives, Mr Birling’s involvement. Brief history of industrial action. Sheila’s involvement.	W3 - Act 2 - Gerald’s involvement. Priestley’s language - how does Priestley present Gerald & Daisy’s relationship?	W4 - Mrs Birling’s involvement. Eric’s involvement - close study of language around consent/ rape. End of the play Assessment - how does Eric change throughout the play?	W5 End of the play Which characters have changed and which have not? Priestley’s final message.																			
Notes/Links/Interleaving Texts can be selected to cover a range of relevant topics and allows teachers to choose texts that relate to current affairs in the media.		Additional Higher Content Model answers that are 6+ to be shared with students. Live modeling from staff for each question within the language papers.				Notes/Links/Interleaving 4 Rs - responsibility for each other, Eva’s resilience in the face of cruelty; PSHCE - ethical & unethical employers; Science - catalysts (Eva’s dismissal from the factory is a catalyst for the other events).			Additional Higher Content Level 6+ model responses provided Comparing life in 1912, 1945 & present-day																				

	Summer 1 – ‘Health & Leisure’ (1 Big Write per fortnight = 3x creative pieces across the half term)						Summer 2 – ‘Crime & Punishment’ (1 Big Write per fortnight = 3x creative pieces across the half term)						
	Subject Area Topic: Macbeth												
	W1 Act 4 How is Lady Macduff a foil for Lady Macbeth? Lady MacDuff’s death MacDuff & Malcolm plot to overthrow Macbeth	W2 Act 4 How does Shakespeare build tension towards the end of the play?	W3 Act 5 How does Lady Macbeth become unhinged throughout the play? Sleepwalking scene.	W4 Act 5 Lady Macbeth’s death (offstage). Why? Malcolm approaches Macbeth’s death	W5 Assessment - Macbeth’s downfall throughout the play. Extract provided - Act 1 Scene 7	W6 Feedback - exam tips	1.	2.	3.	4. T	5.	6. ?	7.
	Notes/Links/Interleaving PSHCE - coercion within marriage, appropriate behaviour in romantic relationships.		Additional Higher Content Level 6+ model responses provided				Notes/Links/Interleaving		Additional Higher Content				