

KS4 ENGLISH Programme of Study (Year 11 2024-25)

	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 <i>(1 Big Write per fortnight = 3x creative pieces across the half term)</i>									Subject Area Topic: ‘A Christmas Carol’ (1 Big Write per fortnight = 3x creative pieces across the half term) (Pre 20th Century Novel)						
<p>W1 Ozymandias</p> <p>Read, understand and respond to text Introduction to Poetry</p>	<p>W2 The Prelude</p> <p>Power of nature The sublime Personal struggle - depression</p>	<p>W3 Storm on the Island (practice comparison for assessment) How is the power of nature presented in SOTI & 1 other poem?</p>	<p>W4 London - conflict between people</p> <p>My Last Duchess - linking by theme of conflict between people</p>	<p>W5 Kamikaze & Poppies</p> <p>Effects of war. Crossover of themes: war, nature, personal struggle</p> <p style="background-color: yellow;">Assessment - How are personal conflicts presented in Kamikaze and one other poem?</p>	<p>W6 Equality & Diversity</p> <p>Poems about identity by non-white authors:</p> <p>Checking Out Me History</p>	<p>W7 - The Emigree</p> <p>Practice comparison - compare the struggles of immigrants in COMH and The Emigree.</p> <p>Tissue - power of paper in the modern word.</p>	<p>W8 - Sweep up of any poems not covered in the y10 syllabus.</p>	<p>1. RECAP Who was Charles Dickens? What was life like in Victorian Britain</p>	<p>2.To explore the presentation of the ghost of Christmas present.</p>	<p>3.To analyse the use of Dicken’s methods in Stave 4.</p>	<p>4.To explore the presentation of the ghost of Christmas Yet to come in Stave 5.</p>	<p>5.How is death presented at the end of Stave 5? To compare the death of Tiny Tim and the dead man.</p>	<p>6. End of the novel: Assessment: Is Scrooge ready for redemption?</p>	<p>7.</p>	
<p>Notes/Links/Interleaving</p> <p>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)</p>			<p>Additional Higher Content</p> <p>Level 6+ model responses provided</p> <p>Contextual information about key poets</p>					<p>Notes/Links/Interleaving</p> <p>Science - global warming (Dickens’ winter was colder than our winters); 4 Rs - taking responsibility for one’s actions ie. redemption.</p>			<p>Additional Higher Content</p> <p>Level 6+ model responses provided</p> <p>Context around Dickens’ life & influences</p>				
Spring 1 – ‘The Circle of Life’ <i>(1 Big Write per fortnight = 3x creative pieces across the half term)</i>									Spring 2 – ‘Conflict’- <i>(1 Big Write per fortnight = 3x creative pieces across the half term)</i>						
Subject Area Topic: AQA Language Paper 2									Subject Area Topic: An Inspector Calls						
<p>1.What is the English Language GCSE?</p> <p>Q1 & Q2 - Summary (SQUID structure)</p>	<p>2. Question 3 How does the writer use language to...?</p>	<p>4. Question 4 Comparing perspectives. Planning & answering a Q4</p>	<p>5. Question 5 Text types & audiences Persuasive writing</p>	<p>6. MOCK EXAM</p>	<p>6.Feedback & re-teaching</p>	<p>W1 - Context, JB Priestley, life in 1912 vs life in 1945. Act 1 - before Inspector arrives. How is Mr Birling presented?</p>	<p>W2 - Inspector arrives, Mr Birling’s involvement. Brief history of industrial action. Sheila’s involvement.</p>	<p>W3 - Act 2 - Gerald’s involvement. Priestley’s language - how does Priestley present Gerald & Daisy’s relationship?</p>	<p>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?</p>	<p>W5 End of the play Which characters have changed and which have not? Priestley’s final message.</p>					
<p>Notes/Links/Interleaving</p> <p>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.</p>		<p>Additional Higher Content</p> <p>Model answers that are 6+ to be shared with students. Live modeling from staff for each question within the language papers.</p>				<p>Notes/Links/Interleaving</p> <p>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).</p>			<p>Additional Higher Content</p> <p>Level 6+ model responses provided</p> <p>Comparing life in 1912, 1945 & present-day</p>						

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			