

| KS4 ENGLISH Programme of Study (Year 11 2026-27)                                                                                                                                                                  |                                                                                                           |                                                                                                                             |                                                                                                                                                           |                                                                                                                                                                                           |                                                                                                                                    |                                                                                                                                                               |                                                                                                                |                                                                                                                                                                                                                                              |                                                                                                                                                                                    |                                                                                                               |                                                                                                              |                                                                                                           |                                                                   |         |
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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<br>(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<br><br>Read, understand and respond to text<br>Introduction to Poetry                                                                                                                               | W2 The Prelude<br><br>Power of nature<br>The sublime<br>Personal struggle - depression                    | W3 Storm on the Island (practice comparison for assessment)<br>How is the power of nature presented in SOTI & 1 other poem? | W4 London - conflict between people<br><br>My Last Duchess - linking by theme of conflict between people                                                  | W5 Kamikaze & Poppies<br><br>Effects of war. Crossover of themes: war, nature, personal struggle<br><br>Assessment - How are personal conflicts presented in Kamikaze and one other poem? | W6 Equality & Diversity week/ Black history Month<br><br>Poems about identity by non-white authors:<br><br>Checking Out Me History | W7 - The Emigree<br><br>Practice comparison - compare the struggles of immigrants in COMH and The Emigree.<br><br>Tissue - power of paper in the modern word. | W8 - Sweep up of any poems not covered in the y10 syllabus.                                                    | 1. RECAP<br>Stave 1 - intro to Scrooge<br><br>Ghost of Xmas Past<br><br>Who was Charles Dickens?<br>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?<br><br>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<br>EQ&D: voice of non-white writers<br>History - what is a Briton?; Geography - causes of migration; Art - landmarks (Ozymandias, London); Science - living things (Tissue, The Prelude) |                                                                                                           |                                                                                                                             | Additional Higher Content<br>Level 6+ model responses provided<br>Contextual information about key poets                                                  |                                                                                                                                                                                           |                                                                                                                                    |                                                                                                                                                               |                                                                                                                | Notes/Links/Interleaving<br>Science - global warming (Dickens’ winter was colder than our winters); 4 Rs - taking responsibility for one’s actions ie. redemption.                                                                           |                                                                                                                                                                                    |                                                                                                               | Additional Higher Content<br>Level 6+ model responses provided<br>Context around Dickens’ life & influences  |                                                                                                           |                                                                   |         |
| Spring 1 – ‘The Circle of Life’<br>(1 Big Write per fortnight = 3x creative pieces across the half term)                                                                                                          |                                                                                                           |                                                                                                                             |                                                                                                                                                           |                                                                                                                                                                                           |                                                                                                                                    |                                                                                                                                                               |                                                                                                                | Spring 2 – ‘Conflict’-<br>(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?<br><br>Q1 - true/false<br>Q2 - WHat is a summary, SQUID structure.                                                                                                           | 2.Q3 - How does the writer use language?<br><br>Q4 - COmparison Supported responses (I do, we do, you do) | 3.Question 5 - persuasive writing<br>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<br><br>Question 5 - revise language devices & apply to own work                                              | W1 - Context, JB Priestley, life in 1912 vs life in 1945.<br><br>Act 1 - before Inspector arrives. How is Mr Birling presented?                               | W2 - Inspector arrives, Mr Birling's involvement.<br>Brief history of industrial action. Sheila's involvement. | W3 - Act 2 - Gerald's involvement.<br>Priestley's language - how does Priestley present Gerald & Daisy's relationship?                                                                                                                       | W4 - Mrs Birling's involvement.<br>Eric's involvement - close study of language around consent/ rape.<br>End of the play<br>Assessment - how does Eric change throughout the play? | W5 End of the play<br><br>Which characters have changed and which have not?<br><br>Priestley's final message. |                                                                                                              |                                                                                                           |                                                                   |         |
| Notes/Links/Interleaving<br>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<br>Model answers that are 6+ to be shared with students. Live modeling from staff for each question within the language papers. |                                                                                                                                                                                           |                                                                                                                                    |                                                                                                                                                               |                                                                                                                | Notes/Links/Interleaving<br>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<br>Level 6+ model responses provided<br>Comparing life in 1912, 1945 & present-day |                                                                                                           |                                                                   |         |

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