

KS4 ENGLISH Programme of Study (Year 10 2026-27)															
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: ‘A Christmas Carol’ (Pre 20th Century Novel) (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)							
1. Who was Charles Dickens? 2. What was life like in Victorian Britain	2.How does Dickens use other characters to emphasise Scrooge’s cold behaviour?	3.To explore the importance of the knocker	4.To analyse how the theme of cold and coldness are presented in stave 1.	5. To analyse the significance of Marley’s chains.	6. To explore the presentation of the ghost of Christmas past.	7.To analyse the power of memory.	8.To compare and contrast Scrooge and other characters	1.To analyse the presentation of Fezziwig	2.To consider how Belle supports Dickens message.	3.To explore the presentation of the ghost of Christmas present.	4.To analyse the use of Dicken’s methods in Stave 4.	5.How is death presented at the end of Stave 4.	6.To compare the death of Tiny Tim and the dead man.	7.Is Scrooge ready for redemption.	
Notes/Links/Interleaving Science -, nature vs nurture (Scrooge is a product of his upbringing rather than an "evil" man); PSHCE - emotional wellbeing & grief.			Additional Higher Content Level 6+ model responses provided Context around Dickens’ life & influences					Notes/Links/Interleaving PSHCE - respect for all; 4Rs - responsibility (Scrooge takes responsibility for his actions).		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 1 (Qs 1, 2 & 4)							Subject Area Topic: Conflict Poetry AQA								
1.What is the English Language GCSE? Q1 - list 4 things Q2 - How does the writer use language?	2.Q3 - Structure & Q4 - Viewpoint Supported responses (I do, we do, you do)	3.Question 5 - creative writing Techniques, devices, model answers	4.Revisit Q1 & Q2 using new exam paper - supports removed (I do then you do)	5.Q3 - recap structural devices. ASSESSMENT - Independent Q4 (can be collaboratively planned)	6.Assessment feedback Question 5 - revise language devices & apply to own work	1. Charge of the Light Brigade Repetition as a poetic technique. Metaphor	2. Exposure Personification Alliteration (sibilance, assonance)	3. Comparison Compare the presentation of the soldiers in COTLB & Exposure	4.Bayonet Charge & Remains Simile Patriotism in poetry	5 Remains & War Photographer Poetic voice Structure for effect Optional comparison - effects of war					
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 PSHCE - self image & identity historical context of different wars, historical vs modern warfare.			Additional Higher Content Students to begin to look at wider themes within anthology. Model answers that are 6+ to be shared with students.						

	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						Subject Area Topic: Macbeth						
	1. Investigate the presentation of witches What is superstition?	2. Reflect on how Macbeth feels after meeting the witches Analyse the presentation of Lady Macbeth in her Act 1 soliloquy	3. Explore the language used by by Macbeth & Lady Macbeth when planning the murder	4. Analyse Macbeth’s soliloquy in Act 2 Scene 1	5. Complete a character study of Banquo	6. Prepare to answer an essay question about Lady Macbeth	1. Explore the importance of hallucinations in the play.	2. How does Shakespeare build tension towards the end of the play?	3. How is Lady Macduff a foil for Lady Macbeth?	4. To what extent is Lady Macbeth a typical gothic character?	5. Tracking themes throughout the play.	6. How does Lady Macbeth become unhinged throughout the play?	7. Explore Macbeth’s downfall throughout the play.
	Notes/Links/Interleaving PSHCE - coercion within marriage, appropriate behaviour in romantic relationships, coercion, toxic masculinity.		Additional Higher Content Level 6+ model responses provided Roles of women in the 1600s vs today. Contextual info - power balance within relationships.				Notes/Links/Interleaving PSHCE - roles of women, examples of good leadership.		Additional Higher Content Level 6+ model responses provided Contextual info - glorification of violence on the battlefield vs condemnation of violence against Duncan.				