



KS4 English

| | Content |
|--------------------|--|
| Year 10 HT1 | Year 10 begin with Shakespeare's <i>Macbeth</i> . They complete a careful and supported reading of the text, alongside watching a staged adaptation (onscreen). Students are guided through the key questions the play raises, and explore the presentation of its key themes: ambition, the supernatural, gender roles, and power. Their contextual understanding of Shakespearean England is built upon from KS3, and used to explore more complex concepts within the play, such as divinity, tyranny and fate. Students develop their understanding of the GCSE AOs, and ultimately apply these together in a formal essay focused on Macbeth's character. |
| Year 10 HT2 | Year 10 continue their studies for Literature Paper 1, with Dickens' <i>A Christmas Carol</i> . They complete a careful and supported reading of the text and are guided through the key questions needed to access this Victorian novella. Students explore the novella's key themes: redemption, family, social injustice, and Christianity. There is a focus on the close analysis of writer's methods using shorter extracts. Students are prepared for their mock examination: Literature Paper 1. In particular, they consider how to use set direct and indirect references for a range of questions, and how to plan and structure a fluent and cohesive response. |
| Year 10 HT3 | This half term, Year 10 focus on speaking and listening. They begin the unit by reading and analysing a range of non-fiction, argumentative texts; they study their linguistic and structural features, as well as developing understanding of a range of relevant social and cultural issues. As the unit progresses, students are guided through meticulous write up of their speech, on a topic of their choice. Each lesson explicitly explores how to make different elements of their speech most effective, and foci include: openings, endings, use of tone (pathos), anecdotes, real life examples (ethos), and logical structure (logos). The unit culminates in Year 10 performing their speeches in front of their class, as part of their GCSE Speaking and Listening assessment. |
| Year 10 HT4 | In Spring 2, Year 10 return to Power and Conflict poetry. This time, however, they explore the poems through a much more comparative lens: as the unit progresses, they build comparison skills through comparing ideas, references, word choices, titles, imagery and structure. Poems which have not yet been studied are prioritised. Students refine their essay writing skills and refine their own personal preference for a comparative essay structure. At the end of Spring 2, year 10 students complete a Language Paper 2 mock. This is supported by the comparison and analysis skills developed in this poetry unit, and the argument writing and non-fiction analysis skills developed in Spring 1. |
| Year 10 HT5 | Year 10 return to 'An Inspector Calls' in Summer 1, this time with a focus on developing analysis skills. Students begin with a pacey re-read of the whole play, supported with regular retrieval practice. Students then focus on specific methods and their application across the text as a whole: stage directions, the use of tone, irony, symbolism, structure, and characterisation are all explored with progressively challenging application, as students support their analysis with references and link them to Priestley's intentions and wider socio-political context. |
| Year 10 HT6 | Year 10 finish their Summer term with a unit on poetry and language skills. Their key vocabulary contains carefully selected evaluative verbs which allow them to talk confidently and thoughtfully about texts as constructs. They begin with unseen poetry, allowing them to 'zoom in' on close linguistic and structural analysis. Poems are studied thematically: they look first at childhood, and then move onto conflict. There is opportunity for teachers to link anthology poetry with unseen to support any gaps in student confidence. Students then study one fictional extract in detail, linked to conflict or childhood. This is used to explicitly teach the key question skills required for Language Paper 1. Year 10 students complete mock examinations across all subjects in Summer 2, and in English, they complete Language Paper 1 and Literature Paper 2. |



KS4 English

| | Content |
|--------------------|---|
| Year 11 HT1 | <p><u>Literature</u> Students begin with poetry: they explore their Power and Conflict anthology, as well as looking at unseen poems. We take a thematic approach, and focus on mastery of conceptual comparison and close, technical analysis. Key quotations for revision, set in Year 10, are consistent across the department, and the retrieval of these is embedded throughout the unit.</p> <p><u>Language</u> Students focus on Language Paper 1 this half term, often using poetry as a springboard for their creative responses. They spend a sequence of lessons refining creative writing skills: effective use of structure, using conventions of a genre, and refining sentence-level construction are key foci. They also revisit the key skills needed for Language Paper 1, Section A, with individual classes concentrating on their key area for analytical development.</p> |
| Year 11 HT2 | <p><u>Literature</u> Students begin with <i>An Inspector Calls</i>, using a thematic approach to recap the key events and morals of the play. They focus on using indirect references to move fluidly through the text, creating cohesive and thesis-driven essays, and interweaving authorial intent with context and analysis. Key quotations for revision, set in Year 10, are consistent across the department, and the retrieval of these is embedded throughout the unit. Students then sit mock examinations, including a Literature Paper 2.</p> <p>Students end the half term with <i>A Christmas Carol</i>, using a thematic approach to recap the key events, context and morals. Extract analysis of key scenes allows students to refine their close linguistic analysis. Retrieval of quotations, ideas and events is embedded throughout the unit.</p> <p><u>Language</u> Students sit a Language Paper 1 mock in this half term, and classes focus on their specific areas of need. They respond in detail to feedback from their creative writing.</p> |
| Year 11 HT3 | <p><u>Literature</u> Students begin with a detailed response to a question for <i>A Christmas Carol</i>, which is used to highlight areas for development in essay writing skills.</p> <p>These skills are then focused on as students revisit <i>Macbeth</i>. Similarly to <i>A Christmas Carol</i>, students approach the text through a thematic and moral lens, using key extracts to further refine close analysis. Frequent retrieval of key quotations, ideas and events is embedded throughout the unit.</p> <p><u>Language</u> Students focus on Language Paper 2, Section B. They refine their argument writing skills, focusing on generating complex ideas for a range of topics. They have the opportunity to draft and edit an argumentative piece over a series of lessons, focusing on an area of development.</p> |
| Year 11 HT4 | <p><u>Language</u> Students begin with a focused study of Language Paper 2, Section A. They sit a Language Paper 2 mock examination, and spend time responding to their individual feedback in detail.</p> <p><u>Literature</u> Students revise and sit Literature Paper 1, covering <i>Macbeth</i> and <i>A Christmas Carol</i>. They are given the opportunity to respond to their feedback and work on areas for development.</p> |
| Year 11 HT5 | <p><u>Literature and Language</u> Teachers work with the Head of Department to produce individual, bespoke plans for their class. These cover all examined topics and the key areas for skills development in each class. These plans are shared with students and parents on Google Classroom, and are tightly focused to ensure students feel confident moving into their examination period.</p> |