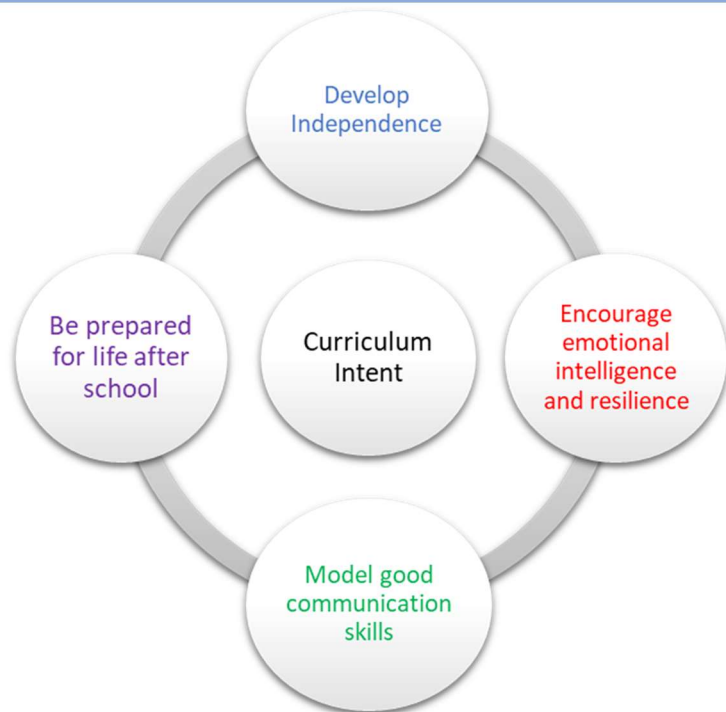


## Key Stage 4 English Long Term Plan



### School Pedagogy:

Penkford School has a child centred pedagogy. The school adopts an inclusive, transformative pedagogy as we believe that a child's 'capacity to learn can change and be changed for the better as a result of what happens and what people do in the present' (*Hart et al. 2004, P166*). Learning is about shared communication between staff and pupils. Implementation of our curriculum intent is underpinned by Rosenshine's 10 Principles of Instruction (*Rosenshine, 2012*). All learning sessions include the following elements; reference to curriculum intent, recap of knowledge and skills, assessment for learning and pupil voice.

### English Pedagogy:

Pupils start each lesson with a review of learning in their last lesson using a variety of methods. New material is presented in small chunks with a focus on what, how and why questions to check understanding. Modelling is used to support pupils to practice new skills. Pupils are given ample opportunities to practice those new skills with regular feedback from their teacher. Scaffolding resources are available to support independent practice of reading, writing and spoken language skills. Pupils review prior learning at the beginning and the end of each topic to demonstrate explicit links between their learning. Tier 2 and 3 vocabulary is taught explicitly using the Freyer model.

### Key Stage 4 Subject Intent:

It is essential that pupils can speak, listen, read and write at a functional level so that they can communicate clearly with others, and others can communicate with them. Following the AQA GCSE English Language and GCSE English Literature syllabi at a level which is appropriate to each individual, ([AQA | GCSE | English Language | Specification at a glance](#) and [AQA | GCSE | English Literature | Specification at a glance](#)) pupils work towards qualifications which further enable them to develop as young adults and move on to the next stage of their lives either at college or in the workplace.

English KS4 Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
<b>Y10</b> Autumn 1	<p><b>Set text: modern prose</b> <b>'Animal Farm'</b></p> <p><u>Week 1</u> Pre-reading:</p> <ul style="list-style-type: none"> <li>- Creature connotations – exploring the symbolism and beliefs associated with animals that play a prominent role in the novel.</li> <li>- Down on the farm – extends the above activity by considering how different animal characteristics might impact on the way they behave socially</li> <li>- Propp's narrative theory.</li> <li>- Predictions about the novel based on the cultural symbolism of animals.</li> </ul> <p><u>Week 2</u></p> <ul style="list-style-type: none"> <li>- Read/watch/listen to chapter 1</li> <li>- 'Would I Lie To You?' game. Pupils try to convince a partner to believe in seemingly impossible statements identify persuasive techniques.</li> <li>- Persuasive devices bingo.</li> <li>- Identify persuasive devices in Major's speech.</li> </ul> <p><u>Week 3</u></p> <ul style="list-style-type: none"> <li>- Read chapters 2-7</li> <li>- Social, historical, political context.</li> <li>- Political spectrum activity</li> <li>- Mind maps of the various ideologies learnt about.</li> </ul>	<p>Tier 2: connotation, denotation, anthropomorphism, Marxism, socialism, Stalinism, communism, totalitarianism, propaganda,</p> <p>Tier 3: Personification, form, genre, satire, symbolism, narrative structure, fatalism</p>	<p>Reading - read and appreciate the depth and power of the English literary heritage through: reading a wide range of high-quality, challenging, classic literature. This writing should include whole texts.</p> <p>The range will include: works from the 20th century.</p> <p>Understand and critically evaluate texts through:</p> <ul style="list-style-type: none"> <li>- reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes</li> <li>- drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</li> </ul>	<p>Citizenship – political ideology History - propaganda</p>

English KS4 Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
	<ul style="list-style-type: none"> <li>- Context quiz</li> </ul> <p><u>Week 4</u></p> <ul style="list-style-type: none"> <li>- Read chapter 8 – end.</li> <li>- Character profiles – 2 per pupil</li> <li>- Rank characters according to how powerful they are.</li> <li>- Find evidence of totalitarianism/propaganda/lies/mistruths</li> <li>- Design a propaganda poster to either spread the rebellion or persuade animals to toe the line.</li> <li>- List 5 ways Napoleon won and kept power.</li> </ul> <p><u>Week 5</u></p> <ul style="list-style-type: none"> <li>- Analyse Orwell’s authorial craft:               <ul style="list-style-type: none"> <li>✓ <u>Form</u> – fairy story. Tick off conventions.</li> <li>✓ <u>Intent</u> – what was Orwell’s purpose? Who was it aimed at? Discussion <b>spoken lang. assess.</b></li> <li>✓ <u>Symbolism</u> – what do the farm house and the windmill symbolise? Discussion.</li> <li>✓ <u>Satire</u> – what is satire? Watch some clips of satirical material. Find at least 1 example of satire in the novel.</li> <li>✓ <u>Structure</u> – political spectrum/narrative structure.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- identifying and interpreting themes and ideas</li> <li>- exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</li> <li>- seeking evidence in the text to support a point of view, including justifying inferences with evidence</li> <li>- analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li> <li>- referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading</li> <li>- make an informed personal response, recognising that other responses to a text are possible and evaluating these.</li> </ul>	

English KS4 Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
	<p>Assessment of understanding as a Language paper 1 Q1-4 paper.</p> <p><u>Week 6</u></p> <ul style="list-style-type: none"> <li>- Opinion writing: Fatalism – Is Orwell a fatalist? Is Benjamin a symbol of Orwell?</li> <li>-</li> </ul>		<p>Writing</p> <ul style="list-style-type: none"> <li>- adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, respond to information, and argue</li> <li>- selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</li> <li>- using Standard English where appropriate</li> <li>- make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]</li> <li>- paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.</li> <li>- use linguistic and literary terminology accurately and confidently in discussing</li> </ul>	

English KS4 Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
			<ul style="list-style-type: none"> <li>reading, writing and spoken language.</li> <li>-</li> <li>-</li> <li>Spoken English               <ul style="list-style-type: none"> <li>- speak confidently, audibly and effectively, including through: using Standard English when the context and audience require it</li> <li>- working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines</li> <li>- listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary</li> <li>- listening and responding in a variety of different contexts, both formal and informal, and evaluating</li> </ul> </li> </ul>	

English KS4 Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
			content, viewpoints, evidence and aspects of presentation.	
<p style="text-align: center;"><b>Y10</b> <b>Autumn 2</b> <b>7 weeks</b></p>	<p><b>Set text: Studied and unseen poetry.</b> <b><u>Power and Conflict poetry.</u></b></p> <p>The following poems will be studied in detail with a focus on the poet, structure and form, ideas, themes and context and language.</p> <p>For each poem, the pupils will engage in note making, discussion, close textual analysis and expressing an opinion.</p> <p>There will be a final assessment task – exam past paper question.</p> <ul style="list-style-type: none"> <li>• Ozymandias</li> <li>• London</li> <li>• The Prelude (Stealing the Boat)</li> <li>• My Last Duchess</li> <li>• Charge of the Light Brigade</li> <li>• Exposure</li> <li>• Storm on the Island</li> <li>• Bayonet Charge</li> <li>• Remains</li> <li>• Poppies</li> <li>• War Photographer</li> <li>• Tissue</li> <li>• The Emigree</li> </ul>	<p>Tier 3:</p> <p>Simile Metaphor Personification Alliteration Caesura Enjambment Iambic pentameter dramatic monologue sonnet repetition rhyme rhythm assonance couplet free verse half rhyme narrative</p>	<ul style="list-style-type: none"> <li>• read and appreciate the depth and power of the English literary heritage through: <ul style="list-style-type: none"> <li>- poetry since 1789, including representative Romantic poetry</li> </ul> </li> <li>• understand and critically evaluate texts through: <ul style="list-style-type: none"> <li>- drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation <ul style="list-style-type: none"> <li>- identifying and interpreting themes, ideas and information</li> <li>- exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</li> </ul> </li> </ul> </li> </ul>	<p>History – WW2, Industrial Revolution, Crimean War,</p>

English KS4 Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
	<ul style="list-style-type: none"> <li>• Kamikaze</li> <li>• Checkin' Out Me History</li> </ul>		<ul style="list-style-type: none"> <li>- seeking evidence in the text to support a point of view, including justifying inferences with evidence</li> <li>- analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li> <li>- making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading</li> </ul>	
<p><b>Y10 Spring</b></p>	<p><b>Set text: Shakespeare 'Romeo and Juliet'</b></p> <p><b>Week 1</b> Understand content, form and language of the Prologue.</p> <ul style="list-style-type: none"> <li>- Analyse language form and structure of The Prologue</li> <li>- Create a visual interpretation of it.</li> </ul> <p>Understand key plot and characters at the start of the play Act1 scene 1</p> <ul style="list-style-type: none"> <li>- Read/watch act 1 scene 1</li> <li>- Create and apply Shakespearian insults</li> </ul>	<p>Tier 2: Justice Fate Anticipation turmoil</p> <p>Tier 3: Prologue Sonnet Quatrain Volta Paradox Metaphor Cliché</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>- read and appreciate the depth and power of the English literary heritage through:</li> <li>• ☑ reading a wide range of high-quality, challenging, classic literature</li> </ul> <p>The range will include: ☑ at least one play by Shakespeare ☑ understand and critically evaluate texts through:</p>	

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	<ul style="list-style-type: none"> <li>- Create visual guide to main characters/houses so far</li> </ul> <p><b><u>Week 2</u></b></p> <ul style="list-style-type: none"> <li>- Identify and analyse language techniques used by Romeo to describe his state of mind</li> <li>- Creative writing as the character of Romeo – diary entry or love letter</li> <li>- Act 1 scenes 2&amp; 3</li> <li>- Social and historical context regarding rights of women in those days.</li> <li>- Empathic writing as Romeo or Juliet</li> </ul> <p><b><u>Week 3</u></b></p> <p><b><u>Act 1 scene 4</u></b></p> <ul style="list-style-type: none"> <li>- Discussion of fairy tales and their relevance to literature.</li> <li>- Watch scene on DVD (Luhmann 1996 18:42-21:20)</li> <li>- Reading comprehension of the Queen Mab speech</li> <li>- Pupils choose form one of 5 writing tasks which require a creative/imaginative response to the text</li> </ul> <p><b><u>Week 4</u></b></p> <p><b><u>Act 1 scene 5</u></b></p> <ul style="list-style-type: none"> <li>- watch scene on DVD (Luhmann 1999 22.50-32.15)</li> <li>- Explore the imagery, language and form used two extracts from 1:5</li> <li>- Identify religious language</li> </ul>	<p>Rhyme Semantic field Iambic pentameter Foreshadowing Soliloquy Monologue Oxymoron paradox</p>	<ul style="list-style-type: none"> <li>☑ reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes</li> <li>☑ drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</li> <li>☑ identifying and interpreting themes, ideas and information</li> <li>☑ exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</li> <li>☑ seeking evidence in the text to support a point of view, including justifying inferences with evidence</li> <li>☑ distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence</li> </ul>	



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	<p><b><u>Act 2 scene 2</u></b></p> <ul style="list-style-type: none"> <li>- Discussion of names and their significance ‘character outlines’ activity – describing their emotions</li> <li>- Recreate the balcony scene to make it relevant to modern audiences</li> </ul> <p><b><u>Week 5</u></b></p> <p><b><u>Act 2 scene 3</u></b></p> <ul style="list-style-type: none"> <li>- Create a timeline of events so far</li> <li>- Friar Lawrence’s soliloquy – explain how this might foreshadow future events in the play</li> <li>- Friar Lawrence fact file</li> <li>- Romeo’s confession comprehension activity</li> <li>- The Marriage</li> </ul> <p><b><u>Week 6</u></b></p> <p><b><u>Act 3 scene 1 Mercutio’s death</u></b></p> <ul style="list-style-type: none"> <li>- Watch DVD (Luhrmann 1999 56.04 – 1.03.04)</li> <li>- Write Mercutio’s obituary</li> <li>- Discussion: who is to blame for Mercutio’s death? Was Romeo right to try and defuse the situation rather than fight?</li> <li>- Create ‘Romeo’s Timeline’ and discuss The Prince’s judgement on him.</li> </ul> <p><b><u>Week 7</u></b></p> <p><b><u>Act 3 scene 2 – Juliet’s monologue</u></b></p> <ul style="list-style-type: none"> <li>- Storyboard of Juliet’s thoughts and feelings in the speech.</li> </ul>		<ul style="list-style-type: none"> <li>☑ analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li> <li>☑ make an informed personal response, recognising that other responses to a text are possible and evaluating these.</li> </ul> <p>English – key stage 4</p> <p><b><u>Writing</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>☑ write accurately, fluently, effectively and at length for pleasure and information through:</li> <li>☑ adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue</li> <li>☑ selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</li> <li>☑ selecting, and using judiciously, vocabulary, grammar, form, and structural and</li> </ul>	

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	<ul style="list-style-type: none"> <li>- Analyse how Shakespeare has created a sense of anticipation in Juliet’s speech. Pupils annotate the text – teacher models.</li> <li>- Write a letter or diary entry as Romeo detailing how he thinks and feels about the banishment and his plans for the future.</li> </ul> <p><b>Week 8</b> <b>Act 3 scene 5 – The Wedding morning</b></p> <ul style="list-style-type: none"> <li>- Discussion/annotation of the text. Focus on language use. Light/dark.</li> <li>- <i>Mini essay: How does Shakespeare convey the turmoil of Romeo and Juliet’s relationship?</i></li> </ul> <p><b>Week 9</b> <b>Juliet’s predicament</b></p> <ul style="list-style-type: none"> <li>- Agony aunt letter</li> <li>- Capulet’s diary entry after his row with Juliet.</li> <li>- Friar Lawrence’s plan activity sheet – letter to Romeo.</li> </ul> <p><b>Week 10</b> <b>Juliet’s Death</b></p> <ul style="list-style-type: none"> <li>- Comprehension questions on Juliet’s soliloquy</li> <li>- Juliet’s Journey activity sheet</li> <li>- Map of opposing themes in the play – love/hate, Capulet/Montague, together/apart</li> </ul>		<p>organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</p> <ul style="list-style-type: none"> <li>☑ make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]</li> <li>☑ revise, edit and proof-read through:</li> <li>☑ reflecting on whether their draft achieves the intended impact</li> <li>☑ restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness</li> <li>☑ paying attention to the accuracy and effectiveness of grammar, punctuation and spelling. <ul style="list-style-type: none"> <li>• speak confidently, audibly and effectively</li> </ul> </li> </ul>	

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	<p>- Watch whole play through.</p> <p><b><u>Week 11 &amp; 12</u></b> <i>Past paper exam questions.</i></p> <p>Opportunities for Language based study Language exam Study set text: Shakespeare English Literature Paper 1 Section A (Lt-AO1) (Lt-AO2) (Lt-AO3) (Lt-AO4)</p> <ul style="list-style-type: none"> <li>• Potential to use extracts to develop critical evaluation for Language Paper 1 Q4.</li> <li>• Text as a spring-board for creative writing – narrate and describe.</li> <li>• Cluster as a spring-board for opinion writing.</li> <li>• Spoken Language assessment.</li> </ul> <p><b><u>Alternative pathway for students working towards GCSE level 1:</u></b></p> <p><b><u>Weeks 1 - 4</u></b></p> <ul style="list-style-type: none"> <li>- Study of extracts to develop critical evaluation for Language paper 1.</li> <li>- "The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative</li> </ul>			

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	<p>perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.”</p> <ul style="list-style-type: none"> <li>- As a stimulus for students’ own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a context for writing with a designated audience, purpose and form</li> </ul> <p><b><u>Weeks 5-6</u></b></p> <ul style="list-style-type: none"> <li>- <b>Spoken Language assessment</b></li> <li>- give a presentation in a formal context</li> <li>- respond appropriately to questions and to feedback, asking questions to elicit clarification</li> <li>- use spoken Standard English.</li> </ul>			

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	<p><b>Language approaches to unseen sources on Language papers 2.</b></p> <p><i>Writers' viewpoints and perspectives</i></p> <p>The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.</p>			
<p><b>Summer</b> 12 weeks</p>	<p><b><u>Weeks 1-5</u></b></p> <ul style="list-style-type: none"> <li>- Practice reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader (Sec. A paper 2)</li> </ul> <p>-</p> <p><b><u>Weeks 6-9</u></b></p> <ul style="list-style-type: none"> <li>• Plan, produce and edit/redraft written texts to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A style texts</li> </ul>			

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	<p><b><u>Weeks 10 - 12</u></b></p> <p><b>Assessments: Language paper 2 style questions and past papers</b></p>			
<p><b>Year 11a 2022 Autumn</b></p>	<p><b>Set text: C19 prose 'A Christmas Carol'</b> Pupils will have read the text during the summer holidays.</p> <p><b><u>Week 1</u></b> To understand the wider context of A Christmas Carol. (GCSE AO: AO3)</p> <ul style="list-style-type: none"> <li>• To explain what life was like in Victorian England.</li> </ul>	<p>Industrialisation Atmosphere Symbolism Tension Authorial technique Attitudes Novella development</p>	<p>Reading - read and appreciate the depth and power of the English literary heritage through: reading a wide range of high-quality, challenging, classic literature. This writing should include whole texts.</p> <p>The range will include: works from the 20th century.</p>	<p>History – Victorians <b>People's History Museum, Manchester</b></p>

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	<ul style="list-style-type: none"> <li>• To understand some of the specific issues contemporary to A Christmas Carol.</li> </ul> <p>Although this lesson is centred around A Christmas Carol, learning about the wider Victorian context could be very useful for pupils when reading the 19th century text included in the English Language GCSE exam.</p> <ul style="list-style-type: none"> <li>- Discussion - 1. Who do you think the ‘two nations’ are that Disraeli is describing? 2. How true do you think this description is of today’s society? 3. Why do you think that Christmas may have been especially important to the Victorian working classes and poor?</li> </ul> <p><u>Week 2</u></p> <p>Scrooge’s First Appearance</p> <ul style="list-style-type: none"> <li>- Pupils need to read extract 1 on the Activity Sheet and analyse the language Dickens uses.</li> <li>- Pupils must choose four quotations which best summarise Scrooge as he is presented at the beginning of the book. They use these to answer the question: <b>‘How does Dickens present Scrooge at the beginning of the story?’</b> Pupils must refer to language features and Scrooge’s interaction with other people.</li> </ul>		<p>Understand and critically evaluate texts through:</p> <ul style="list-style-type: none"> <li>- reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes</li> <li>- drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</li> <li>- identifying and interpreting themes and ideas</li> <li>- exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</li> <li>- seeking evidence in the text to support a point of view, including justifying inferences with evidence</li> <li>- analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li> </ul>	

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	<ul style="list-style-type: none"> <li>- Pupils are set the task of looking at two extracts and describing the work atmosphere in Scrooge’s office.</li> <li>- Pupils are then tasked with answering three questions:               <ul style="list-style-type: none"> <li>1. What kind of atmosphere is there in Scrooge’s office?</li> <li>2. How does Dickens create this atmosphere?</li> <li>3. How does Dickens outline Scrooge's relationship with Bob Cratchit in this chapter?</li> </ul> </li> <li>- Pupils are presented with two extracts from the text – one describing Scrooge and one describing Fred. Pupils are asked to pick out key phrases that correlate to each other and record them in a table.</li> <li>- Pupils are introduced to the next task which is to look at quotations from Scrooge and Fred and from them, say how both characters talk to other people.</li> <li>- Pupils now write a detailed paragraph, answering the question: How does Dickens present the characters of Scrooge and Fred in Stave One?</li> </ul>		<ul style="list-style-type: none"> <li>- referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading</li> <li>- make an informed personal response, recognising that other responses to a text are possible and evaluating these.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>- adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, respond to information, and argue</li> <li>- selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</li> <li>- using Standard English where appropriate</li> <li>- make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]</li> </ul>	



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	<p><u>Week 3</u></p> <ul style="list-style-type: none"> <li>- Discussion: Do you believe in ghosts?               <ol style="list-style-type: none"> <li>1. What is your definition of a ghost or spirit?</li> <li>2. Why do you think ghost stories are so popular?</li> <li>3. Are there any ghost stories in your cultural or family traditions?</li> </ol> </li> <li>- ‘Marley’s Ghost’ comprehension questions.</li> <li>- Discussion: What is the role of Marley’s ghost in ‘A Christmas Carol’?</li> </ul> <p><u>Week 4</u></p> <ul style="list-style-type: none"> <li>- Working in pairs or groups, pupils closely analyse the different parts of Scrooge’s journey into the past. There are eight extracts available on the Journey to the Past Activity Sheet and you can select the most important ones or use them all. Each extract has questions associated with it and pupils should take notes. More able pupils may be able to take on more than one extract. Pupils are given these tasks:               <ol style="list-style-type: none"> <li>1. Answer the questions on your part of the text.</li> <li>2. Present some ideas to the rest of the class about the effect of this journey on Scrooge.</li> </ol> </li> </ul>		<ul style="list-style-type: none"> <li>- paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.</li> <li>- use linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.</li> <li>-</li> <li>-</li> </ul> <p>Spoken English</p> <ul style="list-style-type: none"> <li>- speak confidently, audibly and effectively, including through: using Standard English when the context and audience require it</li> <li>- working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines</li> <li>- listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary</li> <li>- listening and responding in a variety of different contexts,</li> </ul>	

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	<p>3. When you are listening to the other pairs/groups presenting, make notes of any new information in your book – they will be useful later!</p> <ul style="list-style-type: none"> <li>- Pupils are asked to summarise what Scrooge learns on each part of his journey to the past using their own research and that of the other pairs/groups.</li> <li>- What do students know about Father Christmas? Ask them to make a list of key facts or chat them over in groups.</li> <li>- Once students have done this, there is a slide on the PowerPoint with information about the origins of the character. Stave Three</li> <li>- Students could now read the Text Extract. Students then have 30 seconds to pick and answer one of three differentiated questions on the PowerPoint. This should start discussions about the character of the ghost. Symbolism</li> <li>- Students could now consider the symbolism of the ghost in more detail. The PowerPoint highlights specific aspects to consider and has explanations of each one available. This task could be a discussion task in pairs or groups, or</li> </ul>		<p>both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation.</p>	

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	<p>students could fill in the Activity Sheet if desired.</p> <p><u>Week 5</u></p> <ul style="list-style-type: none"> <li>- <u>A Cratchit Christmas: Reading Task</u></li> <li>- In pairs, ask students to read A Cratchit Christmas Extract (this extract includes the rest of Dickens' description of Christmas at the Cratchit house). They should then find quotations providing examples of the things asked for on the Reading Activity Sheet and on the PowerPoint.</li> <li>- Discussion: What does the Cratchits' Christmas teach Scrooge about what is important at Christmas?</li> <li>- Students should be given the Card Sort, which is differentiated for LA, MA and HA. The cards should be organised into two piles – words that apply to Scrooge's Christmas based on their prior reading and words that don't.</li> <li>- Fred's Christmas: Extract Students should be given the Fred's Christmas Extract As they read, students should consider the question: How is Fred's Christmas presented in the extract?</li> <li>- Fred's Christmas Quote Retrieval sheet, to collect appropriate quotations from the text</li> </ul>			

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	<ul style="list-style-type: none"> <li>- Students should be given the Structured Writing Activity Sheet and use their Fred's Christmas Quote Retrieval sheet to complete analysis of the extract.</li> </ul> <p><u>Week 6</u></p> <ul style="list-style-type: none"> <li>- Ignorance and Want Extract</li> <li>- Pupils should be given the Text Extract sheet, which is differentiated for lower-, middle- and higher-ability students. As they read, pupils should consider the question: What do we learn about Ignorance and Want in the extract? Ignorance and Want Quotation Retrieval</li> <li>- After reading the extract, pupils should use the Ignorance and Want Character Analysis sheet – which is differentiated – to collect or analyse appropriate quotations from the text. Analysis</li> <li>- Pupils should be given the differentiated Structured Writing Activity Sheet and should use their Ignorance and Want Character Analysis sheet to complete a full analysis of the extract.</li> <li>- Pupils are asked to summarise Dickens' message about the poor in five words.</li> </ul>			

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	<p><u>Week 7</u></p> <ul style="list-style-type: none"> <li>- quotation, from philosopher Robert Malthus ‘The power of population is indefinitely greater than the power in the earth to produce subsistence for man.’</li> <li>- Thomas Robert Malthus, 1798.’ Discussion. What does this actually mean? Do you agree?</li> <li>-</li> </ul> <p><u>Week 8</u></p> <ul style="list-style-type: none"> <li>- <b>How does Dickens use language to present the reactions to Scrooge’s death?</b></li> <li>- Pupils need to use the Quotations Activity. On it are lots of quotations which relate to Scrooge at the end of the book. Pupils need to sort them into categories: <ul style="list-style-type: none"> <li>• Scrooge’s own thoughts.</li> <li>• Scrooge’s interaction with others.</li> <li>• Dickens’ description of Scrooge.</li> </ul> </li> <li>- ‘Explain how Dickens presents Scrooge at the end of the book.’</li> <li>- <b>‘Compare how Dickens presents Scrooge in Stave One and Stave Five of A Christmas Carol.’</b></li> </ul>			

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	<p><u>Week 9</u></p> <ul style="list-style-type: none"> <li>- Pupils are asked to imagine they are a journalist, decide on a newspaper to write for and a person to interview</li> <li>- Pupils now write the questions they will ask in the interview.</li> <li>- Pupils write up their newspaper article in the correct style for the newspaper they are writing for.</li> </ul> <p><u>Week 10</u></p> <ul style="list-style-type: none"> <li>- Mini Exam Practice 'A Christmas Carol' – Poverty</li> </ul> <p><u>Week 11</u></p> <ul style="list-style-type: none"> <li>- Mini Exam Practice 'A Christmas Carol' – Scrooge</li> </ul> <p><u>Week 12</u></p> <ul style="list-style-type: none"> <li>- Past paper exam question.</li> </ul>			
<p><b>Year 11b</b> <b>2021</b> <b>Autumn</b></p>	<p><b>Set text: C19 prose</b> <b>'A Christmas Carol'</b></p> <p><b>As Year 11a 2021</b> <b>Autumn</b></p>			

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Year 11a Spring 12 weeks	<p><b>Set text: Shakespeare 'Macbeth'</b></p> <p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>- Context: understand the time when 'Macbeth' was written. Understand the influence of the king. Connect the cultural and political situation in Shakespeare's time with the plot of 'Macbeth'</li> <li>- The Real Macbeth</li> <li>- Act 1 scenes 1 – 7</li> <li>- understand the first two scenes of Macbeth and form initial impressions of a key character</li> <li>- understand the witches' prophecies and how these impact on Macbeth.</li> <li>- analyse and evaluate Lady Macbeth's reactions in Act I, Scene v.</li> <li>- analyse Macbeth's thoughts and feelings in Act I Scene vii.</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>- evaluate the characters of Macbeth and Lady Macbeth in Act I, Scene vii.</li> <li>- explore the motivations and language used by Macbeth in Act II, Scene i of the play.</li> <li>- evaluate the events of Act II, Scene ii, within the play's social and historical context.</li> </ul>	<p>Ambition Gender Fate Supernatural Divine right of kings Guilt Kingship Tyranny Tragedy Regicide Prophecy</p>	<p>Previous study of 'Macbeth' in Y9</p> <p>Reading</p> <ul style="list-style-type: none"> <li>- read and appreciate the depth and power of the English literary heritage through:             <ul style="list-style-type: none"> <li>• reading a wide range of high-quality, challenging, classic literature</li> </ul> </li> </ul> <p>The range will include:</p> <ul style="list-style-type: none"> <li>☑ at least one play by Shakespeare</li> <li>☑ understand and critically evaluate texts through:             <ul style="list-style-type: none"> <li>☑ reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes</li> <li>☑ drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</li> <li>☑ identifying and interpreting themes, ideas and information</li> </ul> </li> </ul>	<p>History – Elizabethan theatre, social context</p>

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	<ul style="list-style-type: none"> <li>- explore the concept of satire and apply it to the Porter's speech in Macbeth.</li> </ul> <p><b><u>Week 3</u></b></p> <ul style="list-style-type: none"> <li>- evaluate reactions to the death of Duncan</li> <li>- analyse the characters and relationships shown in Act III, Scene i of Macbeth</li> <li>- analyse the characters and language in Act III, Scenes ii and iii of Macbeth.</li> <li>- produce and create an interpretation of Act III, Scene iv of the play.</li> </ul> <p><b><u>Week 4</u></b></p> <ul style="list-style-type: none"> <li>- apply contextual knowledge to understand and interpret Act III, Scene v.</li> <li>- write an accurate and varied account of Macbeth's meeting with the witches</li> <li>- analyse Shakespeare's use of language, structure and form in Act IV, Scene ii.</li> <li>- evaluate the changes to the character of Lady Macbeth during the course of the play.</li> </ul> <p><b><u>Week 5</u></b></p> <ul style="list-style-type: none"> <li>- evaluate how pressure is beginning to mount on Macbeth at the end of the play.</li> <li>- analyse the language, form and structure used to create effects in Macbeth's famous speech in Act V, Scene v.</li> <li>- understand and analyse events at the end of the play.</li> <li>- analyse and evaluate an aspect of the play</li> </ul>		<ul style="list-style-type: none"> <li>☒ exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</li> <li>☒ seeking evidence in the text to support a point of view, including justifying inferences with evidence</li> <li>☒ distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence</li> <li>☒ analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li> <li>☒ make an informed personal response, recognising that other responses to a text are possible and evaluating these.</li> </ul> <p>English – key stage 4 Writing Pupils should be taught to: ☒ write accurately, fluently, effectively and at length for pleasure and information through:</p>	



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	<p><b><u>Week 6</u></b></p> <ul style="list-style-type: none"> <li>- explore the themes of ‘Macbeth’: ambition. Fate/fee will, gender</li> <li>- discover and discuss any other themes in the play</li> </ul> <p><b><u>Week 7</u></b></p> <ul style="list-style-type: none"> <li>- explore the characters in ‘Macbeth’: how do they contribute/change/are they regarded by others?</li> </ul> <p><b><u>Weeks 8-12</u></b></p> <ul style="list-style-type: none"> <li>- Revision</li> <li>- <b>Assessment: exam style essay questions</b></li> </ul> <p><b><u>Alternative pathway for students studying Language only</u></b></p> <p><b><u>Creative writing</u></b></p> <p>How can you describe setting and atmosphere in a memorable way?</p> <p>How can you describe people and events in a memorable way?</p> <p>How can you structure your descriptions to keep readers interested?</p> <p>How can you quickly come up with ideas for your descriptive task?</p>		<ul style="list-style-type: none"> <li>☑ adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue</li> <li>☑ selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</li> <li>☑ selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</li> <li>☑ make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]</li> <li>☑ revise, edit and proof-read through:</li> <li>☑ reflecting on whether their draft achieves the intended impact</li> </ul>	



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	<p>How can you organise your writing as a whole to make your point of view persuasive and clear?</p> <p>How can you arrange your sentences to make your viewpoint clear and have an impact on your readers?</p>	<p>simple sentences, verb determiner</p>		
<p><b>11a</b> <b>Summer</b></p>	<p><b>Revision and improvement strategies based on individual performance.</b></p>			