



English Curriculum Key Stage 4

Academic Year 2025-26



Year 10: Key Stage 4 Curriculum Overview 2025-26

		Unit 1	Unit 2	Unit 3		Unit 4	
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
10	Unit description	<u><i>An Inspector Calls</i></u> AQA GCSE English Literature set text.	<u>Language Paper 1, Section A (Reading)</u> AQA GCSE English Language Paper 1 <u>Language Paper 1, Section B (Creative Writing)</u> AQA GCSE English Language Paper 1	<u>Power and Conflict Poetry</u> AQA GCSE Literature. A comparative study of the AQA Power and Conflict cluster. <u>Group 1</u> Ozymandias London My Last Duchess <u>Group 3</u> Exposure Charge of the Light Brigade Bayonet Charge <u>Group 2</u> Remains War Photographer Poppies <u>Group 4</u> Tissue Storm on the Island Prelude		<u>Shakespeare text: <i>Macbeth</i></u> AQA GCSE English Literature set text. Two lessons of poetry revision for mock exam <u>Spoken Language</u> Homework to be set on Edulink. Last two weeks of this module to be dedicated to assessing and recording Spoken Language.	
	FMW	Term 1: Week 7 – 1 x 45 minutes analytical response (in class) based on a character or theme. [34 marks] Question1: How and why does Sheila change in An Inspector Calls? OR Question 2: Priestley criticises the selfishness of people like the Birlings and the impact this has. How is selfishness presented throughout the play?	Term 2: Week 4 Paper 1: Section A response Language Paper 1 2018 – Mr Fisher Term 2: Week 6 Paper 1: Section B response Language Paper 1 2018 exam paper- Write a description of an old person as suggested by this picture: Or Write a story about a time when things turned out unexpectedly. Feedback to take place in Week 2 of Term 3.	Term 3: Week 5 – Question based on Group 1 poems 1 x 20 minute response to one poem (in class) [Formative feedback] Question: How does the poet present ideas about power in ‘Ozymandias’?		Term 5 Mock Exam: Week 2 - 1 x 45 minutes comparative response based on two of the studied poems. [34 marks] Question: Compare the ways poets present the ways people respond to conflict in ‘War Photographer’ and in one other poem from ‘Power and conflict’. Task: Write an analytical essay, complete with an introduction, in response to this question. Term 6: Week 6 – Shakespeare analytical response [34 marks] <i>Macbeth</i> - Extract from Act 1 Scene 5 Theme – Lady Macbeth as a powerful woman <u>Spoken Language</u> Last two weeks of this module to be dedicated to assessing and recording Spoken Language.	

Year 11: Key Stage 4 Curriculum Overview 2025-26

		Unit 1	Unit 2		Unit 3	Unit 4 Revision and consolidation		Examinations
		AUTUMN 1	AUTUMN 2		SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
11	Unit description	<u>English Language Paper 2: Sections A and B</u> AQA GCSE English Language Paper 2	<u>A Christmas Carol</u> AQA GCSE English Literature Paper 1 set text. Factor in revision and consolidation for Language Paper 2: Sections A and B		<u>Cont. A Christmas Carol</u> Completion of the novel and revision for the assessment. Mock exam feedback	<u>Unseen Poetry</u> AQA GCSE English Literature Paper 2 Mock exam feedback - <i>A Christmas Carol</i>	<u>English Language Paper 1: – Section B</u>	<u>Consolidation TBC</u> Teach any Power and Conflict poems not taught last year. <u>Literature Paper 1:</u> <i>Macbeth</i> <i>A Christmas Carol</i> <u>Literature Paper 2:</u> <i>An Inspector Calls</i> Power and Conflict Poetry Unseen Poetry Language Papers 1 and 2 Revision
	FMW	Term 1 Week 4: English Language Paper 2 - <ul style="list-style-type: none">Question 2 – summaryQuestion 4 – comparison (Formative assessment) Week 7: English Language Paper 2 – <ul style="list-style-type: none">Question 5 – Viewpoint (Formative assessment)	Term 2 Mock Exam – 1 hour 45 minutes Full GCSE English Language Paper 2	YEAR 11 MOCKS: Language Paper 2	Term 3 Mock Exam – (additional Mock En and Ma) English Literature: <i>A Christmas Carol</i> 1 x 50 minutes analytical response based on a character or theme. Extract from Stave 3: Attitudes to poverty and its effects	Term 3 Unseen Poetry question /24 – The Richest Poor Man in the Valley /8 - Nobody	Term 4 English Language Paper 1: Section B response (in class). 2018 exam paper- Write a description of an old person as suggested by this picture: Or Write a story about a time when things turned out unexpectedly.	Term 5 Teachers to set assessment tasks that are appropriate for their own groups e.g. An example Language Paper 1 or 2 from the bank of resources

>SOMETHING MORE? IN THE BSS ENGLISH CURRICULUM

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

KS4 English:

- Extra-curricular activities and enrichment such as theatre trips to foster a love of Shakespeare and other playwrights through experiencing the beauty of performance and drama. We aim to take students to performances of *‘Macbeth’*.
- Asking ourselves about the deeply Christian values and principles inherent in *‘A Christmas Carol’* and how we might strive to live out those values ourselves as first espoused by Dickens.
- Through the poetry of Power and Conflict, we are searching for deeper meaning about what it is to be human in various contexts including the experiences on the most famous battlefields throughout the ages. To create an empathetic response to the suffering of those who have been directly involved in historical tragedies and societal prejudices.
- To enable students to understand and appreciate the perspectives of both modern and historical writers through first hand witness accounts of experiences that have shaped their lives and spiritual awakening.