**KS4 Long Term Plan: Year 10**

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| Term | Autumn Term 2025 | | | | | | | | | | | | | | | | | | | Spring Term 2026 | | | | | | | | | | | | | | | | Summer term 2026 | | | | | | | | | | | |
| Themes Covered | Gender | | | | | **Supernatural** | | | | | | | | | | **Family/relationships** | | | | | | | | | **Morality** | | | | | | | | **Class and Responsibility** | | | | | **Power** | | | | | | **Identity** | | | |
| Topic | Writing Kills | | | Story Openings – Language Paper 1 Question 5  (3 weeks) | | Poetry – Power and Conflict  (3 weeks) | | | | | A Christmas Carol  (7 weeks) | | | | | | | | | Poetry – Power and Conflict  (3 weeks) | | | | | | An Inspector Calls  (7 weeks) | | | | | | | Macbeth  (9 weeks) | | | | | | | | Language Paper 2  (3 weeks) | | | | | | Spoken Language Endorsement  (2.5 weeks) |
|  | Language | | | Language | | Literature | | | | | Literature | | | | | | | | | Literature | | | | | | Literature | | | | | | | Literature | | | | | | | | Language | | | | | | Language |
| Outline | Pupils will have a fortnightly Language lesson based on writing skills for the Question 5s of the Language Papers.  Lessons will have a SPaG starter, then focus on a text relating to the Literature text that is being studied at the time. Pupils will then use the source as a model for creating some of their own creative writing.  Pupils will have a mandatory Language homework set from this lesson, revising and embedding the skills learnt in that lesson. | | | Story Openings:  This unit identifies the transition from KS3 to KS4 for writing skills.  Lessons are based around what good writing looks like, what is expected of them in the exams and strategies to develop their writing including extended metaphor and structure.  Writing Skills will be regularly revisited in the fortnightly writing skill lessons. | | This is the first opportunity of five across KS4 to teach the Power and Conflict poems.  Aim for one poem per lesson (some may take two) focusing on a clear summary of the poem, language analysis, structure and critical opinion.  Power of Conflict:  Remains X 2  War Photographer X 1  Kamikaze X 2  Bayonet Charge X 1  Poppies X 1  The Charge of the Light Brigade X 1 | | | | | Please use the booklet and accompanying PPT for teaching.  Start with some Victorian context, then move on to cold read the text. The accompanying PPT will offer MWB questions to check for key knowledge. Pupils will also summarise each stave as they read.  The booklet will then guide pupils through key extracts from the novella as well as EXPLODING the non-negotiable quotations.  Please emphasise the importance of EXPLODING quotations to consider as many alternative interpretations as possible.  Please always teach to a band 4, clear, at least and then higher depending on your group. | | | | | | | | | This is the second opportunity of five across KS4 to teach the Power and Conflict poems.  Aim for one poem per lesson focusing on a clear summary of the poem, language analysis, structure and critical opinion.  Please always teach to a band 4, clear, at least and then higher depending on your group.  Power of Nature:  Exposure X 2  Storm on the Island X 1  The Prelude X 1  Ozymandias X 1  The Power of Humans:  My Last Duchess X 1  London X 1  Tissue X 1  The Emigree X 1  Checking Out Me History X 1 | | | | | | Please use the booklet and accompanying PPT for teaching.  Start with some context, then move on to cold read the text. The accompanying PPT will offer MWB questions to check for key knowledge. Pupils will also summarise each Act as they read.  The booklet will then guide pupils through key extracts from the play as well as EXPLODING the non-negotiable quotations.  Please emphasise the importance of EXPLODING quotations to consider as many alternative interpretations as possible.  Please always teach to a band 4, clear, at least and then higher depending on your group. | | | | | | | Please use the booklet and accompanying PPT for teaching.  Start with some context, then move on to reading the play. The accompanying PPT will offer MWB questions to check for key knowledge. Pupils will also summarise each Act as they read.  The booklet will then guide pupils through key extracts from the play as well as EXPLODING the non-negotiable quotations.  Please emphasise the importance of EXPLODING quotations to consider as many alternative interpretations as possible.  Please always teach to a band 4, clear, at least and then higher depending on your group | | | | | | | | Please use the Aberfan vs London Specimen Material 3 paper to introduce pupils to Language Paper 2.  As this is their first introduction to Language Paper 2, it I important to model clearly what pupils need to do to read the text and answer the questions.  When reading the texts, please use the visualiser to underline key information in each paragraph, summarise each paragraph as you go and clarify and difficult vocabulary. At the end of each source, please summarise using “Overall,” in order for pupils to understand each source before continuing with the questions.  Please use the I do, We do, You do technique when modelling.  Please always teach to a band 3, clear and then higher depending on your group.  Common language sentence stems are provided. | | | | | | Pupils will create a presentation on a topic of their choice using the structure of Language Paper 2 Question 5. |
| Themes Covered |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | |  |  | |  |  | |  |  | |
| Key Contextual Ideas |  | | | Pupils will learn about the culture of Nigeria. | | Romanticism  WW1 poetry  Different Cultures  Women’s perspective  Crimean War | | | | | Charles Dickens  Victorian era  Thomas Malthus  The Poor Law  Workhouses | | | | | | | | | Romanticism  WW1 poetry  Different Cultures  Women’s perspective  Crimean War | | | | | | J. B. Priestly  Socialism  Capitalism  Edwardian Era  Titanic  Suffragette Movement  The World Wars  Miners’ Strike | | | | | | | 17th Century England:  King James I  The Great Chain of Being  The Divine Right of the King  Witches and supernatural  Gender and patriarchal society | | | | | | | |  | | | | | |  |
| Themes |  | | |  | | Power of Humans  Power of Nature  Power of Conflict | | | | | The Christmas Spirit.  Poverty and Social Responsibility.  Family.  Redemption. | | | | | | | | | Power of Humans  Power of Nature  Power of Conflict | | | | | | Social Responsibility  Age  Gender  Class | | | | | | | Supernatural  Ambition  Kingship  Appearance vs Reality  Violence | | | | | | | |  | | | | | |  |
| Characters |  | | |  | |  | | | | | Scrooge  Fred  The Cratchits  Jacob Marley  The three spirits  Fezziwigs  Ignorance and Want | | | | | | | | |  | | | | | | Inspector Goole  Mr Birling  Mrs Birling  Sheila  Eric  Gerald  Eva Smith  Edna | | | | | | | Macbeth  Lady Macbeth  King Duncan  Banquo  The Witches  Macduff  Lady Macduff  Malcolm | | | | | | | |  | | | | | |  |
| Key Quotations |  | | |  | | Aim for three per poem | | | | | Please refer to the *A Christmas Carol* non-negotiable quotation. | | | | | | | | | Aim for three per poem | | | | | | Please refer to the *An Inspector Calls* non-negotiable quotations. | | | | | | | Please refer to the *Macbeth* non-negotiable quotations. | | | | | | | |  | | | | | |  |
| Assessment | Pupils will have a SPaG and vocabulary test each term.  Year 10 in class assessment.  Pupils will use their writing skills in an in class assessment at the end of Year 10. | | | Pupils will be given a Language Paper 1 Question 5 questions, relating to a story opening.  This should be marked using the GCSE mark scheme. Whole Class Feedback is required to highlight targets for pupils to refer back to in the fortnightly Writing Skills lessons. | | Subject Knowledge Quiz | | | | | Subject Knowledge Quiz  Literature Paper 1 exams style question based on Macbeth. This will be in the classroom.  Stave 5  Starting with this extract, explore how Dickens uses Ebenezer Scrooge to present ideas about the importance of Christmas spirit.  Write about:   * how Dickens presents Scrooge in relation to Christmas spirit in this extract * how Dickens presents Scrooge in relation to Christmas spirit in the novel as whole. | | | | | | | | | Subject Knowledge Quiz | | | | | | Subject Knowledge Quiz  Literature Paper 2 exam style assessment. The mastery task for this text will be the Year 10 Mocks in the Sports Hall. | | | | | | | Subject Knowledge Quiz  Literature Paper 1 exams style question based on Macbeth. This will be in the classroom. | | | | | | | |  | | | | | | Spoken Language presentation marked using the GCSE criteria. Pupils will be filmed and a form must be completed for each pupil. |
| Assessment Objectives | **AO5** – Content and Organisation – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences.  Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.  **AO6** – Technical Accuracy – Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | | | **AO5** – Content and Organisation – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences.  Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.  **AO6** – Technical Accuracy – Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | | **AO1** - Read, understand and respond to texts. Students should be able to:  • maintain a critical style and develop an informed personal response  • use textual references, including quotations, to support and illustrate interpretations.  **AO2** - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate | | | | | **AO1** - Read, understand and respond to texts. Students should be able to:  • maintain a critical style and develop an informed personal response  • use textual references, including quotations, to support and illustrate interpretations.  **AO2** - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.  **AO3** - Show understanding of the relationships between texts and the contexts in which they were written. | | | | | | | | | **AO1** - Read, understand and respond to texts. Students should be able to:  • maintain a critical style and develop an informed personal response  • use textual references, including quotations, to support and illustrate interpretations.  **AO2** - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate | | | | | | **AO1** - Read, understand and respond to texts. Students should be able to:  • maintain a critical style and develop an informed personal response  • use textual references, including quotations, to support and illustrate interpretations.  **AO2** - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.  **AO3** - Show understanding of the relationships between texts and the contexts in which they were written. | | | | | | | **AO1** - Read, understand and respond to texts. Students should be able to:  • maintain a critical style and develop an informed personal response  • use textual references, including quotations, to support and illustrate interpretations.  **AO2** - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.  **AO3** - Show understanding of the relationships between texts and the contexts in which they were written. | | | | | | | | **AO1** – Identify and interpret explicit and implicit information and ideas.  -select and synthesise evidence from different texts.  **AO2** – explain, comment on and analyse how writers use language and structure to achieve effect and influence readers, using relevant subject terminology to support their views.  **AO3** – Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.  **AO4** – Evaluate texts critically and support this with appropriate textual references.  **AO5** – Content and Organisation – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences.  Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.  **AO6** – Technical Accuracy – Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | | | | | |  |