

Recovery Curriculum Overview for Year 7

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2												
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Exploring Identity</p> <p>Texts Studied:</p> <p>Poetry Texts:</p> <ul style="list-style-type: none"> The British – <i>Benjamin Zephaniah</i> <i>Six O’Clock News</i> Living Space – <i>Imtiaz Dhaker</i> Neighbours – <i>Benjamin Zephaniah</i> Island Man – <i>Grace Nichols</i> <p>Short Stories</p> <ul style="list-style-type: none"> Disability – <i>Happy Birth-Day / Cookie Cutter Superhero</i> Finding yourself – <i>One Small Step</i> Heritage – <i>Everyday Use</i> Class divide – <i>My Polish Teacher’s Tie</i> Race / Growing up / Finding yourself – <i>The Colour of Humanity</i> <p>Non-Fiction</p> <ul style="list-style-type: none"> America Ferrara’s TedTalk/speech – ‘My Identity is my Superpower.’ Winnie Harlow’s TedTalk/speech – ‘What is beauty?’ Afua Hirsch – extract from <i>Brit-(ish): On Race, Identity and Belonging</i> – ‘Where are you really from?’ Akala – extract from ‘Natives’ BBC article by Melissa Hogenboom – ‘What does your accent say about you?’ <p>Key knowledge:</p> <p>Identity, Individual Experience, Diversity, Community, Culture and tradition, Racism, Morality, Empathy, Alienation, Justice, Change, Action, Power, Freedom, Control, Impermanence</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> -Identify and explain the effect of figurative language in poetry. -Identify and explain the effect of sound methods in poetry. -Identify and explain the effect of structural methods in poetry. -Inference skills. -Respond to key ideas and concepts in set texts -Use evidence to support interpretations and ideas -Consider writer’s intentions by including appropriate methods. -Make wider links and consider the bigger picture. <p>Writing Skills:</p> <ul style="list-style-type: none"> -To write in a style that is well-structured, articulate and carefully planned. -To include appropriate and imaginative vocabulary according to task, purpose and audience. -To write with technical accuracy – SPAG -SPaG rules will be revisited. 	<p>Gothic Through Time</p> <p>Texts Studied:</p> <p>Novel:</p> <ul style="list-style-type: none"> Woman in Black <p>Extracts</p> <ul style="list-style-type: none"> Frankenstein – <i>Mary Shelley</i> (1818) The Tell-Tale Heart – <i>Edgar Allan Poe</i> (1843) Dracula – <i>Bram Stoker</i> (1897) <i>The Graveyard Book</i> – <i>Neil Gaiman</i> (2008) <i>The Little Stranger</i> – <i>Sarah Waters</i> (2009) <p>Key Knowledge:</p> <p>Context of the origins of gothic fiction and its continued influence – Key plot lines and main characters – wild landscapes; medieval style buildings; gloomy, decayed and ruined environments; remote and uninhabited places; volatile and threatening weather. Characterisation; death and darkness; the supernatural; fear; isolation; Identifying and applying gothic themes: suspense ; mystery; symbolism</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> -building tension -the effect of foreshadowing <p>Students learn how to explode quotations, comment on the effect of language, make inferences and then turn that into ‘what, how, why’ paragraphs.</p> <p>Inference skills</p> <p>Writing Skills:</p> <p>Students will write a narrative in the style of the Gothic.</p> <p>Key writing skills revisited including sensory description, show not tell and figurative language methods are revisited from last half term, planning a well-structured narrative.</p> <p>Characterisation through figurative language methods.</p> <p>SPaG rules</p>	<p>Challenging Gender Norms</p> <p>Texts Studied:</p> <p>Shakespeare Play(s):</p> <ul style="list-style-type: none"> Romeo and Juliet (Main Text) Midsummer’s Night Dream <p>R&J Extracts</p> <table border="1"> <tr> <td>Act 1 Scene 1</td> <td>Act 2 Scene 2</td> <td>Act 3 Scene 4</td> </tr> <tr> <td>Act 1 Scene 2</td> <td>Act 2 Scene 4</td> <td>Act 3 Scene 5</td> </tr> <tr> <td>Act 1 Scene 3</td> <td>Act 3 Scene 1</td> <td>Act 4 Scene 1</td> </tr> <tr> <td>Act 1 Scene 5</td> <td>Act 3 Scene 3</td> <td>Act 4 Scene 2</td> </tr> <tr> <td></td> <td></td> <td>Act 5 Scene 3</td> </tr> </table> <p>Non-fiction:</p> <p>Emma Watson: Gender Equality is your issue too</p> <p>Queen Elizabeth 1: Speech to the troops at Tilbury</p> <p>Harry Styles Wore a Dress on the Cover of Vogue</p> <p>Greek Myth:</p> <p>Pyramus and Thisbe</p> <p>Key Knowledge:</p> <p>Use of non-fiction challenging gender norms. Understanding how Shakespeare was influenced by Greek Myths. Context of Shakespearean Britain with focus on patriarchy and how characters subvert or adhere to convention gender roles. Focus on relationships (maternal, paternal, friendship, love) between characters and they develop throughout the play, resulting in its tragic end. Introducing students to the concept of parody (MND use of the Greek Myth to challenge character stereotypes).</p> <p>Reading Skills:</p> <p>Understanding key stagecraft methods: soliloquy, aside, stage directions</p> <p>Understanding structural methods such as: tone, equilibrium, disequilibrium</p> <p>Denouement.</p> <p>Understanding language methods: metaphor, simile, adjectives</p> <p>Analysis of literary methods such as: dramatic irony, symbolism, foreshadowing, characterisation</p> <p>Students explode quotations, comment on the effect of language, make inferences and then turn that into ‘what, how, why’ paragraphs revisited.</p> <p>Inference skills revisited.</p> <p>Writing Skills:</p> <p>Students will write an analytical essay focusing on gender in Romeo and Juliet.</p> <p>SPaG rules will be revisited.</p>	Act 1 Scene 1	Act 2 Scene 2	Act 3 Scene 4	Act 1 Scene 2	Act 2 Scene 4	Act 3 Scene 5	Act 1 Scene 3	Act 3 Scene 1	Act 4 Scene 1	Act 1 Scene 5	Act 3 Scene 3	Act 4 Scene 2			Act 5 Scene 3
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Act 1 Scene 3	Act 3 Scene 1	Act 4 Scene 1																
Act 1 Scene 5	Act 3 Scene 3	Act 4 Scene 2																
		Act 5 Scene 3																

<p>*Recovery: Essential Knowledge from KS2/previous term that needs revisiting.</p>	<p>Reinforcing identification of language devices – considering effect on the reader. Progressing from “making inferences from the text supported by references” (KS2 NC) to “comment on and identify different layers of meaning recognising a range of poetic conventions and understanding HOW and WHY these have been used” (KS3 NC) Identifying how language, structure and presentation contribute to meaning (KS2 NC) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (KS2 NC) Development of oracy skills – articulating an opinion. Reading skills – further embedding What-How-Why linked to context. Identifying and discussing themes and conventions in and across a wide range of writing (KS2 NC) Making comparisons within and across books (KS2 NC) Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (KS2 NC) Predicting what might happen from details stated and implied (KS2 NC) Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (KS2 NC) Identifying how language, structure and presentation contribute to meaning (KS2 NC) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (KS2 NC) Writing Skills Using a wide range of devices to build cohesion within and across paragraphs (KS2 NC) Ensuring the consistent and correct use of tense throughout a piece of writing (KS2 NC) In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (KS2 NC)</p>	<p>Writing – revisit word class, punctuation for effect, sentence structure Using a wide range of devices to build cohesion within and across paragraphs (KS2 NC) Ensuring the consistent and correct use of tense throughout a piece of writing (KS2 NC) In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (KS2 NC) Reading – explicit and implicit information and ideas. Using evidence to support interpretations. Text genres and writer’s craft. Identifying and discussing themes and conventions in and across a wide range of writing (KS2 NC) Making comparisons within and across books (KS2 NC) Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (KS2 NC) Predicting what might happen from details stated and implied (KS2 NC) Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (KS2 NC) Identifying how language, structure and presentation contribute to meaning (KS2 NC) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (KS2 NC)</p>	<p>More emphasis on implicit meanings – selecting evidence to support interpretations. The features of a play and the genre of tragedy. Identifying and discussing themes and conventions in and across a wide range of writing (KS2 NC) Making comparisons within and across books (KS2 NC) Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (KS2 NC) Predicting what might happen from details stated and implied (KS2 NC) Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (KS2 NC) Identifying how language, structure and presentation contribute to meaning (KS2 NC) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (KS2 NC)</p>
<p>Assessment:</p>	<p>GLS PT Test Exploring Identity: Poetry Reading Assessment (KAP 1) Exploring Identity: Creative Writing Assessment (KAP 1)</p>	<p>Gothic Through Time: Extract Reading Assessment (KAP 2) Gothic Through Time: Creative Writing Assessment (KAP 2)</p>	<p>GLS PT Test</p>

Recovery Curriculum Overview for Year 8

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Power and Privilege</p> <p>Texts Studied:</p> <p>Greek Myth:</p> <ul style="list-style-type: none"> Pygmalion <p>Drama TEXT</p> <ul style="list-style-type: none"> Pygmalion (Shaw) <p>Non-Fiction</p> <ul style="list-style-type: none"> Tarana Burke article - Me Too founder Tarana Burke: Movement is not over. Prince William article - Prince William opens up about mental health pressures. Tyrone Mings article - England defender hits out at Home Secretary Priti Patel after racist abuse directed towards players. Marcus Rashford article - Marcus Rashford calls for government free school meals U-turn. Two extracts - one from Brit(ish) by Afua Hirsch and the other from Why I am no longer talking to white people about race by Renii Eddo- Lodge. <p>Key knowledge:</p> <p>Social class and status; types of power: Gender, class, status, education and physical.</p> <p>Relationships between male and females, patriarchal society. Explore the relation between Standard English accent and dialect and the connection to power.</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> -Respond to key ideas and concepts in set texts -Use evidence to support interpretations and ideas -Consider writer's intentions by including appropriate methods. -Make wider links and consider the bigger picture. <p>Writing Skills:</p> <ul style="list-style-type: none"> -To write in a style that is well-structured, articulate and carefully planned. -To include appropriate and imaginative vocabulary according to task, purpose and audience. -To write with technical accuracy - SPAG -SPaG rules will be revisited. 	<p>Social Critique</p> <p>Texts Studied:</p> <p>Novel:</p> <ul style="list-style-type: none"> Animal Farm (Orwell) <p>Non-fiction:</p> <ul style="list-style-type: none"> A Modest Proposal- Jonathan Swift The peasant's revolt- John Ball <p>Key Knowledge:</p> <p>Utopia vs Dystopia; Revolution- The Russian Revolution and Stalin's rise to power during this time; Political Ideology; Capitalism; Communism; Socialism; Tyranny; Totalitarian leaders; Social Class; Hierarchy; Indoctrination; Obfuscation; Propaganda; Individualism vs the community - a focus on themselves/the individual vs a focus on what is best for the community as a whole; Inequality</p> <p>Reading Skills:</p> <p>Respond to key ideas and concepts in set texts by developing a more personal response.</p> <p>Use a range of evidence to support interpretations and ideas</p> <p>Comment on writer's intentions by including a range of appropriate methods.</p> <p>Make wider contextual links and consider the bigger picture.</p> <p>Writing Skills:</p> <p>To write in a style that is well-structured, articulate and carefully planned.</p> <p>To include appropriate and imaginative vocabulary according to task, purpose and audience.</p> <p>To write with technical accuracy - SPAG</p>	<p>Art of Rhetoric</p> <p>Texts Studied:</p> <p>Shakespeare Play:</p> <ul style="list-style-type: none"> Henry V <p>Extracts studied:</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> Prologue Act 1 Scene 1 Act 1 Scene 2 Act 2 Scene 2 </td> <td> <ul style="list-style-type: none"> Act 3 Scene 1 Act 3 Scene 3 Act 3 Scene 6 </td> <td> <ul style="list-style-type: none"> Act 4 - Prologue Act 4 Scene 1 Act 4 Scene 3 Braveheart Speech </td> </tr> </table> <p>Non-fiction:</p> <ul style="list-style-type: none"> Churchill Speech Southgate- taking the knee? Sacha Baron Cohen: Hate Speech Michele Obama Emma Gonzales <p>Key Knowledge:</p> <p>Shakespearean society; Chorus; conflict; patriotism; structural/ character changes; metaphorical language; symbolism; Rhetoric - Pathos/logos/ethos (to persuade revisited from Y7); Protagonist ; Biblical allusions ; Divine rights of kings; Loyalty; Treachery; Kingship; Patriotism – (honour); Treason</p> <p>Reading skills:</p> <p>Comprehension, decoding, summary, selection, language analysis and evaluation</p> <p>Writing Skills:</p> <p>Students will write a speech</p> <p>Pathos/logos/ethos to persuade revisited from Y7.</p> <p>SPaG rules will be r+evisited.</p>	<ul style="list-style-type: none"> Prologue Act 1 Scene 1 Act 1 Scene 2 Act 2 Scene 2 	<ul style="list-style-type: none"> Act 3 Scene 1 Act 3 Scene 3 Act 3 Scene 6 	<ul style="list-style-type: none"> Act 4 - Prologue Act 4 Scene 1 Act 4 Scene 3 Braveheart Speech
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<p>Recovery:</p> <p>Essential Knowledge from previous term that needs revisiting.</p>	<p>Reinforcing reading skills – identify explicit and implicit meaning, analysing writer's use of language and considering writer's intent. Writing What-How-Why analytical paragraphs.</p>	<p>Reviewing What-How-Why analytical paragraphs. Reinforcing AO2 language and structure – identification and effect.</p>	<p>Reinforcing writing according to purpose and audience. Emphasis on SPAG. Making links between R&J and Henry V in regards to tragedy. Greek myths allusions- heroes' journey.</p>			
<p>Assessment:</p>	<p>Power and Privilege: Pygmalion (Play) Reading Assessment (KAP 1)</p>	<p>Social Critique: Animal Farm – Creative Writing Assessment (KAP 1)</p> <p>Social Critique: Animal Farm – Reading Assessment (KAP 2)</p>	<p>Art of Rhetoric: Writing to present a viewpoint Assessment (KAP 2)</p> <p>GLS PT Test</p>			

Recovery Curriculum Overview for Year 9

Term	Autumn 1	Autumn 2	Spring 1 / 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Dystopia</p> <p>Texts Studied:</p> <p>Film:</p> <ul style="list-style-type: none"> The Truman Show <p>Short Stories:</p> <ul style="list-style-type: none"> The Lottery (Shirley Jackson) Frost and Fire (Ray Bradbury) <p>Key Knowledge:</p> <p>Conventions of dystopia, utopia, false utopia, exploring key elements of the dystopian genre (physical and psychological survival; back story of war, revolutions, overpopulation, natural or man-made disasters), importance of personal freedom and the value of the individual.</p> <p>Reading Skills</p> <p>Revisit explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers. Revisit evaluating texts critically. Revisit commenting on and analyse how writers use language and structure to achieve effects and influence readers.</p> <p>Writing Skills</p> <p>Plan and write an effective descriptive or narrative response. Shape narratives to create a circular structure. Select and use vocabulary for impact on the reader. Construct sentence structures and other language devices on the reader. Sentence structure and language devices and spell and punctuate accurately. Revisited from Key Stage 3</p>	<p>Unseen Poetry</p> <p>Texts Studied:</p> <ul style="list-style-type: none"> Robert Frost – <i>The Road Not Taken</i> Carol Ann Duffy – <i>Stealing</i> Simon Armitage – <i>Hitcher</i> Robert Browning – <i>The Laboratory</i> Maya Angelou – <i>Still I Rise</i> Langston Hughes – <i>I, Too</i> Simon Armitage – <i>Give</i> Carol Ann Duffy – <i>In Mrs Tilscher’s Class</i> DH Lawrence – <i>Last Lesson of the Afternoon</i> <p>Key Knowledge:</p> <p>Identity (1); Complexity of human relationships- personal, societal and familial (3);Universality of human nature (4); Individual Experience (5);Oppression and injustice and injustice – civil rights and self-empowerment, Segregation vs equality; Loneliness and Isolation; Preconceptions Inference skills revisited.</p> <p>Reading Skills:</p> <p>Students will write an essay analysing an unseen poem. 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.</p>	<p>Building Connections (English Language Paper 1 and 2)</p> <p>Texts Studied:</p> <p>Short Stories:</p> <ul style="list-style-type: none"> The Landlady (Characters) Examination Day (School) Gossip (Who’s Watching Who?) <p>Extracts:</p> <ul style="list-style-type: none"> A Series of Unfortunate Events, The Handmaid’s Tale, Great Expectations (Characters) The Woman in Black, War of the Worlds (Discoveries) Matilda, Nicholas Nickleby, Jane Eyre (School) Nineteen Eighty-four (Who’s Watching Who?) <p>Reading Skills</p> <p>Revisit explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers. Revisit evaluating texts critically. Revisit commenting on and analyse how writers use language and structure to achieve effects and influence readers. Revisit writing effective summary across 2 texts. Revisit evaluating viewpoints and perspectives of the writer.</p> <p>Writing Skills</p> <p>Plan and write an effective descriptive or narrative response. Shape narratives to create a circular structure. Select and use vocabulary for impact on the reader. Construct sentence structures and other language devices on the reader. Sentence structure and language devices and spell and punctuate accurately. Revisited writing skills from Key Stage 3 Plan and write an effective transactional response. Introduce Ethos/Pathos Logos Introduce “Imagine...;imagine...;imagine...;” structure Follow a line of argument. Revisited from Key Stage 3</p>	<p>Spoken Language Endorsement (Language Paper 2 Writing to Present a Viewpoint)</p> <p>Exploration of spoken language through the presentation of a topic that has been researched.</p> <p>Topics researched: Gender equality, gender in the media/ death penalty/ violence in video games.</p> <p>Reading skills: Research of a topic that is interesting to the students. Gathering of data and research.</p> <p>Writing skills: Speech writing to persuade, inform a speech and how to integrate persuasive devices for effect. The use of formal language and vocabulary as well as aiming to meet the needs of an audience through tone and style. Key SPaG rules will be revisited.</p>	<p>An Inspector Calls</p> <p>Key Knowledge:</p> <p>Class; Gender; Inequality; Generational Divide; Morality; Omniscience; Social Responsibility; Power and Privilege; Context Edwardian and Post-WW2; Archetypes; Supernatural; Setting; Lighting; Foreshadowing; Costume; Props; Dramatic Irony; Stage Directions;</p> <p>Reading Skills</p> <p>Conceptualised approach to essay writing focusing on one concept and using their knowledge of the text to support their analysis. Use of specific moments/ references/ quotes to support the concept exploration.</p> <p>Links being made between context/ ideas/ task/ text to benefit the exploration of the concepts.</p> <p>Writing skills: Accurate punctuation, spelling and grammar used through formal English. Essay writing skills.</p> <p>Use of specific vocabulary that will aid the meaning/ specificity of the essay</p>
<p>Recovery:</p> <p>Essential Knowledge from previous term that needs revisiting.</p>		<p>Revisit language devices</p> <p>Review What-How-Why paragraphs</p> <p>Write an extended response focusing on language, structure and form.</p>	<p>Starter booklet to reinforce word class, language devices, structural features. Emphasis on writing according to purpose and audience focusing on SPAG. Emphasis on writing according to purpose and audience focusing on rhetoric (ethos, pathos, logos)</p>	<p>Focus on rhetorical devices – writing according to purpose and audience.</p>	<p>Starter booklet to reinforce word class, language devices, structural features, vocabulary. Emphasis on writing according to purpose and audience focusing on SPAG. Emphasis on writing according to purpose and audience focusing on rhetoric (ethos, pathos, logos)</p>
<p>Assessment:</p>	<p>Dystopia Writing Assessment (GCSE Language Paper 1 Q5 Mark Scheme)</p> <ul style="list-style-type: none"> 	<p>Unseen Poetry Reading Assessment (GCSE Literature Paper 2 – NMM)</p>	<p>GCSE Language Paper 1</p>	<p>Spoken Language Endorsement Presentations</p>	<ul style="list-style-type: none"> GCSE Language Paper 2 (PPE)

Recovery Curriculum Overview for Year 10

Term	Autumn 1 / 2	Spring 1	Spring 2 / Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Macbeth (GCSE Literature Paper 1) Full Text</p> <p>Key knowledge: Tragic Hero; Internal and external conflict; Jacobean society; Biblical allusions; Patriarchal; Divine rights of kings; Loyalty; Treachery; Kingship; Family relationships; masculinity; Fate / superstition; Treason</p> <p>Reading Skills Conceptualised approach to essay writing focusing on one concept and using their knowledge of the text to support their analysis. Use of specific moments/ references/ quotes to support the concept exploration.</p> <p>Links being made between context/ ideas/ task/ text to benefit the exploration of the concepts.</p> <p>Writing skills: Accurate punctuation, spelling and grammar used through formal English. Essay writing skills.</p> <p>Use of specific vocabulary that will aid the meaning/ specificity of the essay (see SOL)</p>	<p>English Language Paper 1</p> <p>Texts read:</p> <ul style="list-style-type: none"> ▪ The Illustrated Man by Ray Bradbury ▪ Jamaica Inn by Daphne DuMaurier ▪ Alex Cold by Isabel Allende ▪ Brighton Rock by Graham Greene ▪ Glass, Bricks and Dust by Claire Deane <p>Reading Skills Revisit explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers. Revisit evaluating texts critically. This skill is revisited from Year 9 and 10 Literature.</p> <p>Writing Skills Plan and write an effective descriptive or narrative response. Shape narratives to create a circular structure. Select and use vocabulary for impact on the reader. Construct sentence structures and other language devices on the reader. Sentence structure and language devices and spell and punctuate accurately. Revisited writing skills from Key Stage 3</p>	<p>Power and Conflict and Unseen Poetry (GCSE Literature Paper 2)</p> <p>Poems:</p> <ul style="list-style-type: none"> ▪ Bayonet Charge ▪ Charge of the Light Brigade ▪ War Photographer ▪ My Last Duchess ▪ Poppies ▪ Ozymandias ▪ Storm on the Island ▪ The Prelude ▪ Exposure ▪ London ▪ Remains ▪ Checking Out Me History ▪ Kamikaze ▪ The Emigree ▪ Tissue <p>Key Knowledge: Identity ; Context-Social and Historic, Cultural; Individual Experience; Universality of human nature; Loss and Absence; People and Places; Negative Emotions; Anger; Guilt; Powerlessness; Pride; Conflict; Internal; External; Power of Nature; Memory; Power of Humans; Abuse of power; Power as ephemeral</p> <p>Reading Skills Conceptualised approach to essay writing focusing on one concept and using their knowledge of the text to support their analysis. Analysis of language/ structure/ form to explore what the writer did and why. Use of specific moments/ references/ quotes to support the concept exploration. Links being made between context/ ideas/ task/ text to benefit the exploration of the concepts.</p> <p>Writing skills: Accurate punctuation, spelling and grammar used through formal English. Essay writing skills.</p> <p>Use of specific vocabulary that will aid the meaning/ specificity of the essay.</p>	<p>English Language Paper 2</p> <p>Texts read:</p> <ul style="list-style-type: none"> ▪ Could you do your child's homework?/19th Century letters ▪ Are we having fun yet?/Greenwich Fair ▪ The Village that lost its children/ Earthquake in England ▪ The Death Zone/London Snow <p>Reading Skills Revisit commenting on and analyse how writers use language and structure to achieve effects and influence readers. Revisit writing effective summary across 2 texts. Revisit evaluating viewpoints and perspectives of the writer.</p> <p>Writing Skills Plan and write an effective transactional response. Introduce Ethos/Pathos Logos Introduce "Imagine...imagine...;imagine...;" structure Follow a line of argument. Revisited from Key Stage 3</p>
<p>Recovery: Essential Knowledge from previous term that needs revisiting.</p>	<p>Literature starter booklet – An Inspector Calls, A Christmas Carol and Power & Conflict Poetry revisiting plot, character, and theme.</p>	<p>Literature starter booklet – An Inspector Calls, A Christmas Carol, Macbeth and Power & Conflict Poetry revisiting plot, character, and theme</p>	<p>Literature starter booklet – An Inspector Calls, A Christmas Carol, Macbeth and Power & Conflict Poetry revisiting plot, character, and theme</p>	<p>Literature starter booklet – An Inspector Calls, A Christmas Carol, Macbeth and Power & Conflict Poetry revisiting plot, character, and theme</p>
<p>Assessment:</p>	<p>Macbeth Exam Question 1</p>	<p>GCSE Language Paper 1</p>	<p>Power and Conflict Exam Question</p>	<p>Power and Conflict Exam Question (PPE) Macbeth Exam Question - NMM</p>

Recovery Curriculum Overview for Year 11

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Macbeth + English Language Paper 1 Revision</p> <p>Reading Skills Revisit explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers. Revisit evaluating texts critically. This skill is revisited from Year 9 and 10 Literature.</p> <p>Writing Skills Plan and write an effective descriptive or narrative response. Shape narratives to create a circular structure. Select and use vocabulary for impact on the reader. Construct sentence structures and other language devices on the reader. Sentence structure and language devices and spell and punctuate accurately. Revisited writing skills from Key Stage 3</p>	<p>Macbeth + English Language Paper 2 Revision</p> <p>Reading Skills Revisit explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers. Revisit evaluating texts critically. This skill is revisited from Year 9 and 10 Literature.</p> <p>Writing Skills Plan and write an effective descriptive or narrative response. Shape narratives to create a circular structure. Select and use vocabulary for impact on the reader. Construct sentence structures and other language devices on the reader. Sentence structure and language devices and spell and punctuate accurately. Revisited writing skills from Key Stage 3</p>	<p>English Language Paper 2 + English Literature Paper 2 (An Inspector Calls and Poetry)</p> <p>Reading Skills Revisit explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers. Revisit evaluating texts critically. This skill is revisited from Year 9 and 10 Literature.</p> <p>Writing Skills Plan and write an effective descriptive or narrative response. Shape narratives to create a circular structure. Select and use vocabulary for impact on the reader. Construct sentence structures and other language devices on the reader. Sentence structure and language devices and spell and punctuate accurately. Revisited writing skills from Key Stage 3</p>	<p>English Language Paper 1 + English Literature Paper 1 (Macbeth and A Christmas Carol)</p> <p>Reading Skills Revisit commenting on and analyse how writers use language and structure to achieve effects and influence readers. Revisit writing effective summary across 2 texts. Revisit evaluating viewpoints and perspectives of the writer.</p> <p>Writing Skills Plan and write an effective transactional response. Introduce Ethos/Pathos Logos Introduce "Imagine...;imagine...;imagine...;" structure Follow a line of argument. Revisited from Key Stage 3</p>	<p>Interweaved English Language and English Literature Revision</p> <p>Reading Skills Revisit explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers. Revisit evaluating texts critically. Revisit writing effective summary. Revisit evaluating viewpoints and perspectives of the writer.</p> <p>Writing Skills Writing skills revisited and interleaved.</p>
<p>Recovery: Essential Knowledge from previous term that needs revisiting.</p>	<p>Literature starter booklet –A Christmas Carol, An Inspector Calls and Power and Conflict Poetry revisiting plot, character, theme and AO2 analysis.</p>		<p>Literature starter booklet –Macbeth and A Christmas Carol</p>	<p>Literature starter booklet –An Inspector Calls and Power and Conflict Poetry</p>	
<p>Assessment:</p>	<p>Macbeth Exam Question – graded GCSE Language Paper 1 Q5 - NMM GCSE Language Paper 1 Q4 - NMM</p>	<p>GCSE Language Paper 1 – PPE GCSE Literature Paper 2 - PPE</p>	<p>GCSE Language Paper 2 Q5</p>	<p>GCSE Language Paper 2 – PPE GCSE Literature Paper 1 - PPE</p>	<p>Final Exams</p>