

# RECOVERY CURRICULUM PLAN

2020/21

ENGLISH

	TERM 1		TERM 2		TERM 3	
	Content	Assessment	Content	Assessment	Content	Assessment
<b>Year 7</b>	English Mastery Ancient Tales. Tales selected from across arrange of cultures and situations.	Students to retell one of the Ancient tales. Review and edit their story and deliver an oral version of the tale.	Oliver Twist. A study of life in Victorian England, looking at crime, villains, victims the vulnerable, corrupt and naïve. Dealing with the life of an orphan & the moralistic issues.	Discuss the presentation of The Artful Dodger---the loss of innocence -- -reality of life on the streets for young boys.	Oliver Twist. A study of life in Victorian England, looking at crime, villains, victims the vulnerable, corrupt and naïve. Dealing with the life of an orphan & the moralistic issues.	Discuss how Dickens portrays the character of Bill Sykes---treatment of women---crime violence.
<b>Year 8</b>	English Mastery Poetry. Poetry A study of the structure and use of metaphor and poetic forms across a range of poets. Writing about unseen texts, temporal clauses and literal language.	How is the Tom Cat presented in the poem by Don Marquis? Focusing on the metaphorical language, the rhythm and tenor of the poem.	The Adventures of Sherlock Holmes. A study of Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals	What kind of character is Sherlock Holmes?	The Tempest. The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states	How is Caliban presented in a selected extract and in the rest of the play?
<b>Year 9</b>	Animal Farm. Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption.	How are the pigs presented and how can their attitudes be linked to our contemporary world?	Voices and Choices. Descriptive Writing Poetry: Emily Dickinson, Grace Nichols, Ted Hughes, Seamus Heaney Reading for Pleasure 3 texts chosen from suggested list Selection includes: Children of Blood and Bone by Tomi Adeyemi; Northern Lights by Philip Pullman; Sawbones by Catherine Johnson; In the Sea there are Crocodiles by Fabio Geda and Enaiatollah Akbari	A creative piece based on one of the texts studied. The piece will also be presented orally.	An introduction to A Christmas Carol. An introduction to Victorian social classes and the plight of poor people during this era.	How does Dickens use the Cratchit family to portray poverty and Christian spirit in the novella?

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<b>Year 10</b>	A Christmas Carol. Students will understand the social classes & issues facing the poor in Victorian England. Students will know the plot to A Christmas Carol & the importance of the key characters. They will understand the author's intent behind the construction of the story. They will identify techniques used by Dickens & why he has used them then apply these when appropriate in their own writing.	Cold & Hot task featuring a piece of extended writing based on an exam style question. Cold & Hot task featuring a piece of extended narrative or descriptive creative writing based on an exam style question. TBC – Year 10 mock exam	A Christmas Carol. Students will understand the social classes & issues facing the poor in Victorian England. Students will know the plot to A Christmas Carol & the importance of the key characters. They will understand the author's intent behind the construction of the story. They will identify techniques used by Dickens & why he has used them then apply these when appropriate in their own writing.	Cold & Hot task featuring a piece of extended writing based on an exam style question. Cold & Hot task featuring a piece of extended narrative or descriptive creative writing based on an exam style question. TBC – Year 10 mock exam	Unseen Poetry & Prose. Students will develop their skills with poetry analysis & apply to unseen pieces, looking for patterns in poetry & use previous knowledge to quickly study metaphorical/ thematic motifs within unseen poems. They will learn how to compare & summarise complex ideas. Students will learn a wider vocabulary in a multitude of contexts through unseen prose, covering both fiction & non-fiction.	Cold Task (LIT): In 'To a Daughter Leaving Home' by Linda Pastan, how does the poet present the speaker's feelings about her daughter? (24 marks) Cold Task (LANG): How does this writer present a feeling of _____ in *19th Century Non-Fiction Text* Hot Task (LIT): In 'Poem for my sister' by Liz Lochhead, how does the poet present the speaker's feelings about growing up with someone they love? (24 marks) Hot Task (LANG): How does this writer present a feeling of _____ in *19th Century Non-Fiction Text*
<b>Year 11</b>	A Christmas Carol. Students will understand the social classes & issues facing the poor in Victorian England. Students will know the plot to A Christmas Carol & the importance of the key characters. They will understand the author's intent behind the construction of the story. They will identify techniques used by Dickens & why he has used them then apply these when appropriate in their own writing.	Cold & Hot task featuring a piece of extended writing based on an exam style question. Cold & Hot task featuring a piece of extended narrative or descriptive creative writing based on an exam style question. TBC – Year 10 mock exam	Shakespeare Students will understand Elizabethan England & know the plot to the play, & how the form may influence key messages & intentions behind the story. They will understand authorial craft, & how interpretations can differ. They will also learn language techniques & structures that are effective in the construction of a play & other associated texts. They will analyse the impact of language on interpretation & inferred meaning.	COLD TASK: How does Shakespeare present themes of FATE within the Prologue & in Romeo & Juliet the play as a whole? (34 marks) Cold Task: P1 Q1-4 on language extract. HOT TASK: Use the extract given to you, this is from Act 1 scene 5 at the Capulet ball. How is family loyalty portrayed in this extract & elsewhere in the play? (34 marks) Hot Task: P1 Q1- 4 on language extract. Cold & Hot task featuring a piece of extended transactional or writing based on an exam style question.	Students will understand the overall narrative of each poem. They will use learned contextual knowledge to inform their analysis of the poems, focusing specifically on different conflicts & abuse of power over the years. Students will learn how to approach non-fiction texts from the 19th century through to modern day. They will learn a range of terminology & how to structure short, summative questions & longer comparative questions.	Cold Task comparing two poems Cold task on P2 Q2 Hot Task on war poetry Hot Task on full section A Cold & Hot tasks featuring a piece of extended narrative or transactional writing based on an exam style question.

# ENGLISH

	TERM 4		TERM 5		TERM 6	
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<b>Year 7</b>	A Midsummer Night's Dream. A study of life in ancient Athens: Shakespeare's life: Elizabethan family and relationships.	How does Egeus' speech portray life in Ancient Athens and Elizabethan England?	A Midsummer Night's Dream. A study of life in ancient Athens: Shakespeare's life: Elizabethan family and relationships.	Discuss whether the love potion is good or bad?	Poetry A study of the structure and use of metaphor and poetic forms across a range of poets. Writing about unseen texts, temporal clauses and literal language.	How is the Tom Cat presented in the poem by Don Marquis? Focusing on the metaphorical language, the rhythm and tenor of the poem.
<b>Year 8</b>	Animal Farm Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption.	How are the pigs presented and how can their attitudes be linked to our contemporary world?	Animal Farm. Continuing the study of creative writing; extended metaphor; writing character; describing settings; horror, romance, adventure, fantasy and poetic justice.	How and why does the farm fail in Animal Farm?	Voices and Choices. Descriptive Writing Poetry: Emily Dickinson, Grace Nichols, Ted Hughes, Seamus Heaney Reading for Pleasure 3 texts chosen from suggested list Selection includes: Children of Blood and Bone by Tomi Adeyemi; Northern Lights by Philip Pullman; Sawbones by Catherine Johnson; In the Sea there are Crocodiles by Fabio Geda and Enaiatollah Akbari	A creative piece based on one of the texts studied. The piece will also be presented orally.
<b>Year 9</b>	An introduction to Romeo and Juliet. The Prologue; foreshadowing in Romeo and Juliet; the form of a tragedy; AC Bradley's lectures on Shakespearean character; the sonnet form.	How does Shakespeare present Juliet as a tragic hero?	Romantics Poetry. Students will understand the overall narrative of each poem. They will use learned contextual knowledge to inform their analysis of the poems, focusing specifically on different conflicts and abuse of power over the years.	Compare the language and ideas in two poems using relevant textual references and be able to comment on how different perspectives are conveyed.	Danny the Champion of the World Or The Daydreamer Reading for Pleasure 3 texts chosen from suggested list Selection includes: Coram Boy by Jamila Gavin; The Children of Willesden Lane by Mona Golabek; The London Eye Mystery by Siobhan Dowd; Refugee Boy by Benjamin Zephaniah	A creative piece based on one of the texts studied. The piece will also be presented orally.

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Year 10	<p>Losing the Gap. Students will work with their teacher &amp; peers to identify gaps in knowledge, recall plots, themes, characters, quotations &amp; contextual elements of each set text to see what has been retained. Students to work on bespoke retrieval methods to recap &amp; retain information. Students will recap skills &amp; apply to a variety of texts across both language papers &amp; develop confidence in these across both language papers. Be able to identify &amp; recall differences between papers &amp; fiction/non-fiction texts.</p>	<p>COLD TASK: How does Shakespeare present themes of FATE within the Prologue &amp; in Romeo &amp; Juliet the play as a whole? (34 marks) Cold Task: P1 Q1-4 on language extract. HOT TASK: Use the extract given to you, this is from Act 1 scene 5 at the Capulet ball. How is family loyalty portrayed in this extract &amp; elsewhere in the play? (34 marks) Hot Task: P1 Q1- 4 on language extract. Cold &amp; Hot task featuring a piece of extended transactional or writing based on an exam style question.</p>	<p>Students will understand the overall narrative of each poem. They will use learned contextual knowledge to inform their analysis of the poems, focusing specifically on different conflicts &amp; abuse of power over the years. Students will learn how to approach non-fiction texts from the 19th century through to modern day. They will learn a range of terminology &amp; how to structure short, summative questions &amp; longer comparative questions.</p>	<p>Cold Task comparing 2 poems Cold task on P2 Q2 Hot Task on war poetry Hot Task on full section A Cold &amp; Hot tasks featuring a piece of extended narrative or transactional writing based on an exam style question.</p>	<p>Students will understand the overall narrative of each poem. They will use learned contextual knowledge to inform their analysis of the poems, focusing specifically on different conflicts &amp; abuse of power over the years. Students will learn how to approach non-fiction texts from the 19th century through to modern day. They will learn a range of terminology &amp; how to structure short, summative questions &amp; longer comparative questions.</p>	<p>Cold Task comparing two poems Cold task on P2 Q2 Hot Task on war poetry Hot Task on full section A Cold &amp; Hot tasks featuring a piece of extended narrative or transactional writing based on an exam style question.</p>
Year 11	<p>An Inspector Calls Students will have an understanding of pre &amp; post-WW2 including: social classes &amp; a changing socio-economic climate. Students will learn the plot, key themes &amp; important characters as well as, &amp; Priestley's intentions with his play. Students will learn how to develop personal responses to key ideas &amp; build on previously established persuasive language techniques to effectively communicate an engaging argument.</p>	<p>Cold Task (LIT): How does Priestley present attitudes towards the working class in Act 1? Cold Task (LANG): 'The working classes should be happy with whatever employment they have instead of worrying about pay increases' - Write a letter requesting a pay increase, in response to this statement given by the head of the workplace. Hot Task (LIT): How does Priestley's portrayal of the Inspector make him such a powerful &amp; moral figure? Hot Task (LANG): Write a speech persuading society to treat each other fairly/persuading the upper classes to take better care of the working classes?</p>	<p>Unseen Poetry &amp; Prose. Students will develop their skills with poetry analysis &amp; apply to unseen pieces, looking for patterns in poetry &amp; use previous knowledge to quickly study metaphorical/ thematic motifs within unseen poems. They will learn how to compare &amp; summarise complex ideas. Students will learn a wider vocabulary in a multitude of contexts through unseen prose, covering both fiction &amp; non-fiction.</p>	<p>Cold Task (LIT): In 'To a Daughter Leaving Home' by Linda Pastan, how does the poet present the speaker's feelings about her daughter? (24 marks) Cold Task (LANG): How does this writer present a feeling of _____ in *19th Century Non-FictionText* Hot Task (LIT): In 'Poem for my sister' by Liz Lohead, how does the poet present the speaker's feelings about growing up with someone they love? (24 marks) Hot Task (LANG): How does this writer present a feeling of _____ in *19th Century Non-Fiction Text*?</p>	<p>Losing the Gap. Students will work with their teacher &amp; peers to identify gaps in knowledge, recall plots, themes, characters, quotations &amp; contextual elements of each set text to see what has been retained. Students to work on bespoke retrieval methods to recap &amp; retain information. Students will recap skills &amp; apply to a variety of texts across both language papers &amp; develop confidence in these across both language papers. Be able to identify &amp; recall differences between papers &amp; fiction/non-fiction texts.</p>	<p>Both Lang &amp; Lit: teacher's choice based on class gaps in learning.</p>