

Curriculum Plan

Department/subject: English

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year 10	Autumn 1- Blood Brothers	Autumn 2- A Christmas Carol
Knowledge to be taught	<ul style="list-style-type: none"> • Context: Social, economic and political situation in Britain 1950s-1970s • Willy Russell – biographical information relevant to study • Blood Brothers – play conventions, plot, characters, themes, motifs, symbolism • How to analyse and evaluate the writer’s craft 	<ul style="list-style-type: none"> • Context: Social, economic and political situation in Victorian Britain • Charles Dickens - biographical information relevant to study • A Christmas Carol – novella, structure, plot, characters, themes, motifs, symbolism • Thomas Malthus • how to analyse and evaluate the writer’s craft
Key words	Social, economic, political, class system, fate, inequality, injustice, parallel scenes, stage directions, juxtaposition, foreshadowing, dramatic irony, prologue, act, scene, authorial intent, thesis	Social, economic, political, class system, inequality, injustice, poverty, wealth, greed, avarice, redemption, benevolence, philanthropist, consequence, workhouses, spirit, guilt
Links to prior knowledge	Play conventions: Shakespeare, Macbeth, Much Ado about Nothing, Inspector Calls, Our Day Out Inequality and social class: An Inspector Calls, Our Day Out,	Novel and novella: Ruby in the Smoke (context), Of Mice and Men (novella), Inequality, social class, redemption, guilt: An Inspector Calls, Our Day Out, Of Mice and Men, Ruby in the Smoke, Animal Farm, Holes, Y8 Non-Fiction Wiring Unit
How knowledge is assessed	An analytical essay which requires students to synthesise their knowledge of the play and its context. It also requires students to demonstrate their analytical and evaluative skills drawing on their understanding of writers’ craft. SIMS assessment – the same question answered by the whole cohort.	An analytical essay which requires students to synthesise their knowledge of the novella and its context. It also requires students to demonstrate their analytical and evaluative skills drawing on their understanding of writers’ craft. SIMS assessment – the same question answered by the whole cohort.
How gaps will be addressed	Setting according to needs Marking points distributed strategically so individual feedback can be given and acted upon Teachers noting the gaps which can be addressed throughout the GCSEs	Setting according to needs Marking points distributed strategically so individual feedback can be given and acted upon Teachers noting the gaps which can be addressed throughout the GCSEs
Cultural capital lessons	Embedded within the scheme of work. Social, cultural and political context of mid-20 th century. Issues of inequality in education and society then and now. Explorations of moral decisions, issues of poverty and wealth, lack of opportunities and development of empathy.	Embedded within the scheme of work. Social, cultural and political context of Victorian Britain. Issues of inequality, poverty and injustice then and now. Explorations of moral decisions, issues of poverty and wealth, lack of opportunities and development of empathy.