

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	Spring 1 and Spring 2 – Poetry Anthology (interleaving) and Romeo and Juliet
Knowledge to be taught	<ul style="list-style-type: none"> • Context: Social, economic and political situation in Elizabethan and Jacobean England • William Shakespeare – biographical information relevant to study – cultural impact • Romeo and Juliet – play conventions, plot, characters, themes, motifs, symbolism, sonnet • How to analyse and evaluate the writer’s craft • How to compare poems effectively • Contextual information on each poet, poem, culture, social identity • Knowledge about poetry: vocabulary, structure, form, language
Key words	verse, stanza, iambic pentameter, rhythm, rhyme scheme, couplet, enjambment, caesura, line, sonnet, quatrain, internal rhyme, speaker, semantic field, metaphor, simile, personification, repetition, alliteration, onomatopoeia, imagery, juxtaposition, antithesis, oxymoron, intention, message, effect, analysis, evaluation, language, methods, structure, social, economic, political, class system, fate, inequality, injustice, stage directions, foreshadowing, dramatic irony, prologue, act, scene, authorial intent, thesis, prologue, patriarchy, Petrarchan love, sonnet
Links to prior knowledge	Poetry: Our World (Year 7), Voices (Year 8), Oracy (Year 9) Play conventions: Shakespeare, Macbeth, Much Ado about Nothing, Inspector Calls, Our Day Out (KS3 and KS4), Across the Barricades Drama Unit Themes of love, inequality, patriarchy: KS3: Heroes, Narrative Voice, Our World, Ruby in the Smoke, Voices, Of Mice and Men / Animal Farm
How knowledge is assessed	<ul style="list-style-type: none"> • SIMS assessment – the same questions answered by the whole cohort • 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
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
Cultural capital lessons	Embedded within the scheme of work Social, cultural and political contexts of poems, and the Elizabethan and Jacobean periods. Issues of identity, representation, conflict, patriarchy, right to love, fate