

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning

Year 9 – Term 1+2 Modern play and Unseen Poetry

Intent – Rationale

The Modern Play text – Educating Rita and Unseen Poetry This term students will explore a classic modern play text and acquire the skills to create an argument, analyse language and apply context. Within the text itself are examples of some of the best poetry English has to offer, and their ability to read, interpret and respond imaginatively to poems they have not seen before will be developed thoroughly. Knowledge of more sophisticated forms and techniques will be learned alongside the expansion of the student’s repertoire of poets studied. With strong links to Drama, students will also develop their dramatic and speaking and listening skills.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7 – Term 4 Roots of English, Shakespeare, language, scripts, dialects (sociolects/idiolects/slang/jargon/colloquialism)</p> <p>Year 8 – Terms 1 and 2 Shakespeare and Macbeth, language, stagecraft and tragedy conventions</p>	<p>Year 10 - Term 2 Romeo and Juliet (English Literature Paper 1 Section A) - Poetry Term 5 (English Literature Paper 2 Section B and C) - An Inspector Calls (English Literature Paper 2 Section A)</p> <p>Year 11 – Revision of Romeo and Juliet, poetry, An Inspector Calls, March Mocks</p> <p>KS5 – Plays and Poetry in A Level Literature</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • History – Class system in Britain • Drama – Performance, stage setting, TEAR • PSHE – Job aspirations – education and career pathways 	<ul style="list-style-type: none"> • SMSC – SP1 – reflect on own belief M2 - reflect on consequences • BV – 5 tolerance of those with different faiths and beliefs • Careers – the importance of choice and education
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<p>Continue to regularly visit the School Library and explore the fiction section and poetry collections. View the library catalogue and plan what to read next with the help of peer recommendations and book reviews. Explore new genres and authors and read outside of established comfort zones.</p> <p>Willy Russell- <i>Shirley Valentine Blood Brothers</i> Alan Bennett <i>Writing Home Talking Heads</i> Nigel Slater <i>Toast</i></p>	<ul style="list-style-type: none"> • Form and metre in Blake and Frost

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Intent – Concepts

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What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

Term 1

- The rules and conventions of play scripts
- How exposition contributes to a play's meaning
- How to approach and interpret an unseen poem – form – structure – language
- How an author's biographical details affect their work – context of production
- How social context affects understanding of play's message - class
- How cultural capital and canonical literature affect society
- How to compile useful and specific character notes for character profiles

Term 2

- How to write with assessment objectives in mind (AO1, AO2, AO3)
- How to argue a point of view
- How to summarise implicit and explicit information
- How to comment on a writer's point of view and how it is expressed through the methods they use

Apply

- The PEEZAE method for referencing AO2
- The skills of constructing and maintaining effective character profiles
- The skills of decoding unseen poetry
- The skills of constructing a piece of point of view writing
- The application of genre – e.g. is Educating Rita a tragedy or a comedy?
- The skills for identifying narrative structures e.g. Labov
- Recalling key quotations from the play and using them to support thematic analysis

Extend

Appreciation for how education and social class can enable someone's opportunities in life and the difficulties for communities that are systematically denied these

What subject specific language will be used and developed in this topic?

What opportunities are available for assessing the progress of students?

- Stagecraft
- Proxemics
- Symbolism
- Metaphor
- Context of production
- Class
- Slang
- Colloquialism
- Jargon
- Exposition
- Comedy/tragedy genre conventions

Term 1 Week 2 - PEEZAE task to outline students who need support assessment
Term 1 Week 6 - POV writing - Linked to contextual issues based on the play (class)
Term 2 - formal assessment English Language Paper 2 Section A – question based on GCSE template
'The current education system fails students because it does not teach the things that the students need in the real world.'
Task: Write a speech to the Minister for Education in which you argue for or against this statement.

Tracking point: w/b 4th October

Recall Curriculum:

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Thesis statement Labov's narrative structure (orientation, complicating action, evaluation, resolution, coda) Theme Poetic devices: sibilance, assonance, stanza, quatrain, rhyme, rhythm, couplet, etc.	Term 1 - Poetry Term 2 – Non-fiction
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Intent – Concepts

	Lesson title	Non negotiable content	Suggested activities and resources
Week 1	What is context?	Overview of module. Explanation/revisiting context and how it affects a text	Educating Rita Context Context work sheet
	Educating the author	Willy Russell Biography – excerpts from Educating the Author Idiolect, sociolect, dialect, slang, colloquialism, jargon	Educating Rita Bio
	Meeting Frank (and Julia)	Selecting information from Russell's exposition Stagecraft, exposition, orientation Opening stage directions to "There is a knock"	Educating Rita Meeting Frank
Week 2	Meeting Rita	Class defined and applied to Rita	Educating Rita Class Meeting Rita
	Lesson 5+6 – Frank and Rita's interaction	Act 1 Sc 1 First two unseen poems McGough and Thomas Poetic devices, symbolism	Lesson 5+6 Poems
		End scene 1	PEEZAE task for Support assessment From Lesson 5+6 "How is Rita presented..."
Week 3	Lesson 7 – scene two the attitudes to education	Act 1 scene 2 Comment formally on themes present	Act 1 scene 2
	Scene 3 – essays	Act 1 scene 3 Recap metaphor/symbolism	Act 1 scene 3
Week 4	Scene 4 - Denny	Rita's relationship with Denny	Act 1 scene 4

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	Scene 5 -	Genre conventions of comedy and tragedy	Act 1 scene 5
	Scene 6- after the party	Class comparisons – revisit expectations of class and Rita’s view of working-class nostalgia	Act 1 scene 6
Week 5	Scene 7 end of act one	Character development trajectories and predicting resolution for the characters.	Act 1 scene 7
	Revising Persuasive techniques for POV task	Revising Persuasive techniques (FOURSPADES) for POV task	Persuasive writing
	Revising Persuasive techniques for POV task	Preparing for persuasive POV task	
6	Assessment - POV Linked to Contextual Issues	Sitting the POV task	Feedback sheet
	Act 2 scene 1 How is Rita changing?	Unseen poem Blake - poetic devices	Act 2 scene 1
	Act 2 scene 2 – Rita’s speech -	Social attitudes to accent, sociolect, dialect,	Act 2 scene 2
Week 7	Act 2 scene 3 - Frank’s downfall	Cover the climax and resolution of the play Evaluation, resolution	Act 2 scene 3
	Finishing the play	Finish the play	Act 2 scene 4,5 and 6
	Act 2 scene 7	Analysing the last scene – reflecting on Rita’s options Coda	Act 2 scene 7
	Preparing for half term character profile homework	Preparing for half term character profile homework	
Term 2			
Week 1	Prepare for a GCSE question	Preparing to answer a GCSE play style question Explain Lit AO1 AO2 AO3 How a thesis statement replies to a question	Preparing for a GCSE question
	Themes in Educating Rita	Cover the key themes in Educating Rita	
	AO2 writer’s methods	AO2	AO2 Writer’s methods
Week 2	Recalling Key quotes	Character quotes – recalling key quotes from the play and using them to support thematic analysis	Revising key quotes
	Context	How Context informs a response to a question Additional context Toxteth riots	AO3 – Context Liverpool riots
	Revising for a question	Students should use all their resources to revise for a question	

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Week 3		Assessment week Students will be revising for other subject during lesson time	
Week 4	Transformational writing Character display work	Transformative writing Writing an alternative ending or an extra scene	Alternative endings
Week 5		DIRT	
	Unseen poetry mini module	Students to cover a selection of Unseen – Poetry <i>Wild swans at Coole</i> <i>The Road not Taken</i> <i>Prufrock extract</i> Nettles Advice to a teenage daughter	Unseen poetry Unseen PPT
Week 6			
	Raven Mini Module	Extension Task – The Raven Transforming to a different Genre	The Raven
Week 7			
			DIRT