

OVERVIEW OF RECOVERY CURRICULUM FOR ENGLISH LANGUAGE AND LITERATURE AT KS3 AND KS4 2020 - 2021

RECOVERY CURRICULUM 20/21	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 11	TURMOIL AND CHANGE - War Poetry; developing <i>Macbeth</i> LangP12AB LitP12AB 6QQ KA1 wk8 LitP2BC	RELATIONSHIPS & IDENTITY - Poetry; mastering <i>A Christmas Carol</i> LangP12AB LitP12AB 7QQ KA2 wk13 MOCK LitP1AB	NATURE - Poetry; developing <i>Macbeth</i> ; mastering <i>A Christmas Carol</i> LangP12AB LitP12AB 5QQ KA3 wk21 LangP1A KA4 Spoken Lang	POWER & CORRUPTION – Poetry; mastering <i>Animal Farm</i> ; mastering <i>Macbeth</i> LangP12AB LitP12AB 4QQ KA5 wk25 MOCK LangP2AB	TEACHER STRUCTURED REVISION 5QQ EXAM PRACTISE	TEACHER STRUCTURED REVISION EXAM PERIOD
YEAR 10	RELATIONSHIPS LangP12AB 4QQ	Introduction to ANIMAL FARM – Fable, Allegory, Satire LitP2A 4QQ KA1 wk10 LangP1A	Developing A CHRISTMAS CAROL – Victorian Voices LangP2A LitP1B 3QQ KA2 wk19 LitP1B	POWER & CONFLICT POETRY - 1 LitP2B 3QQ	Introduction to MACBETH – Tragedy re-visited LitP1A 3QQ KA3 wk29 Spoken Language	POWER & CONFLICT POETRY - 2 LitP2B 3QQ KA4 wk36 MOCK LitP2BC
YEAR 9	SUPERNATURAL LangP12AB 3QQ KA1 wk8 LangP2A	Introduction to A CHRISTMAS CAROL – Victorian Voices/Project LangP12A LitP1B 4QQ	MISFORTUNE & MISHAP – Tragedy: <i>Othello</i> ; <i>Of Mice and Men</i> ; <i>Grave of the Fireflies</i> LitP12A 3QQ KA2 wk21 LitP1A	POETRY IN THE NATURAL WORLD LitP2BC 3QQ	CHARACTER CONNECTIONS – Monologue LangP1B SUPERNATURAL LangP12AB 3QQ KA3 wk29 LangP1B	Embedding A CHRISTMAS CAROL LitP1B 3QQ ORWELL/SHAKESPEARE PROJECT LitP12A 1QQ
YEAR 8	TRANSGRESSIONS – Gothic Literature LitP1BP2C 3QQ KA1 wk9 LangP1B	MODERN LITERATURE – <i>To Kill a Mockingbird</i> / <i>The Time Machine</i> / <i>The Lord of the Flies</i> LitP2A 3QQ	TELLING TALES LangP2AB 2QQ	CLASHES & COLLISIONS – Poetry of Conflict LitP2C 2QQ KA2 wk24 Spkn Lang	SHAKESPEARE – <i>Richard III</i> LitP1A 3QQ KA3 wk34 LitP1A	DRAWING THE GENDERS – <i>Princess Mononoke</i> & <i>Snow White</i> LangP12AB 2QQ
YEAR 7	HARRY POTTER – Starting a new school /Legend and Myth LangP12AB LitP1ABP2AC 4QQ	OVERCOMING THE MONSTER LangP12AB LitP1ABP2AC 3QQ KA1 wk15 LangP1B	SHAKESPEARE – <i>The Tempest</i> /the Sonnet LitP1AP2C 3QQ	HIDDEN LIVES LangP2AB 2QQ KA2 wk27 LangP2A	HIDDEN LIVES – Project & Spoken language; MOVIE MAGIC – <i>Spirited Away</i> LangP1A2B LitP2A 2QQ KA3 wk31 Spoken Language	MODERN LITERATURE – <i>Wonder</i> / <i>Mortal Engines</i> / <i>The Book Thief</i> LitP2A 3QQ

QQ: quick quizzes KA: key assessments

Recovery Statement

The focus for 2020 – 2021 is moving forward with learning.

The teaching plans for every half term for every year have been revised to ensure students are taught all of the skills needed to have the very best experience of Literature and English Language, and are not disadvantaged by the 13 week partial school closure over Spring/Summer 2020. The schemes of learning have been reviewed within the framework of ‘abandon, adapt, adopt’ to ensure no student is left behind due to limited completion of remote learning; at the same time stretch and challenge is embedded within the schemes to allow students to be pushed – and push themselves – towards their potential. We use the National Curriculum as our starting point and are also guided by the examination requirements for AQA.

The building of knowledge and deepening of concepts over time has been maintained throughout the recovery curriculum: students start their ‘journey through literature’ in year 7 to gain an understanding of how stories have evolved and how branches reach out through historical eras and geographical boundaries to reflect and challenge the times in which the writers and readers are living. Our key stage 3 curriculum has strength and status, it is not merely a training ground for key stage 4 and exams.

Student progress is measured through question/response, listening to peer to peer discussion, frequent quick quizzes and key assessments. The level of skills acquired by students are measured against assessment objectives, which in turn are sampled in assessment (and exam) papers. The skills for Language and Literature include:

- the ability to read, understand and respond to texts
- to identify, interpret, summarise and synthesise explicit and implicit information and ideas from different texts
- to write critically using textual references to express an informed personal opinion, using subject terminology where appropriate
- to analyse how a writer crafts language, form and structure to make meaning and influence the reader
- to show understanding of the relationship between a text and the contexts in which it was written
- to compare writers’ ideas and perspectives, and evaluate texts
- to communicate clearly, effectively and imaginatively; to organise information and ideas into a coherent and cohesive piece of writing
- to use a wide range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation
- (oracy skills) – to listen and respond appropriately in a presentation, speech and/or discussion setting using spoken standard English effectively

The joy of learning and the thrill of discovery drives all decisions around planning teaching and learning. We teach Language and Literature because we love Language and Literature. This time has allowed a period for reflection where we have thought deeply about the experiences we want students to have in our lessons. We do not want to produce young adults who feel their value solely lies in performance and exams. To this end we have adopted texts and teaching approaches that allow students to:

- ❖ engage in narratives that aren’t their own and prepare them for a diverse global community when they leave school
- ❖ wrestle with ‘big’ ideas that engage with the world around them to find their own voice and become self-determined citizens
- ❖ weave the study of fiction (prose, poetry, drama) and literary non-fiction (article, speech, auto/biography, essay, letter) allowing deeper, critical understanding
- ❖ become self-assured and enthusiastic readers, supporting them to make good choices with their independent reading

Education is a creative process; it is also a collaborative process between school and home. We look forward to working positively with you to nurture our students to become reflective, self-reliant and accomplished individuals with much to offer their communities.