

Curriculum Cycle	Cycle 1: The Best Words in the Best Order		Cycle 2: Crafting Voice		Cycle 3: Romeo and Juliet	
Unit	<i>What is being studied in this cycle?</i> 1. Poetry- The Best words in the best order. ‘Long Way Down’ verse novel. 2. Year 8 poetry anthology: chosen to exemplify poetic methods.		<i>What is being studied in this cycle?</i> 1. Crafting Voice (selection of writers, e.g. Alan Bennett, Anne Frank)		<i>What is being studied in this cycle?</i> 1. The play <i>Romeo and Juliet</i> by William Shakespeare	
Key Concepts	<i>What are the key concepts in this unit?</i> Reading: context, analysis of poet’s methods, valid interpretations Writing: analysis of poetic methods , hedging, formal style, use of literary terms		<i>What are the key concepts in this unit?</i> Reading: context, analysis of writer’s craft, valid interpretations How to annotate. Conventions of the genre. Register and style.		<i>What are the key concepts in this unit?</i> Writing: The differences between scripts and other pieces of fiction, key features of scripts, how to produce a compelling piece of script Reading: context, analysis of writer’s methods, plot, characterisation, themes, setting	
Substantive Knowledge (inc’ Core / Declarative)	<i>What are the key pieces of knowledge in this unit?</i> Context of the verse novel, terminology associated with writer’s methods.		<i>What are the key pieces of knowledge in this unit?</i> Formal and informal language. Idiolect. Stagecraft.		<i>What are the key pieces of knowledge in this unit?</i> Context of the play (Elizabethan England,stage craft, courtship and chivalry), terminology associated with theatre and scripts,	
Hinterland - (Enrich / Cultural Capital)	<i>What wider ideas will this unit lead us to consider?</i> Current affairs – Black Lives Matter, gun violence in American neighbourhoods, general diversity Literary background – Genre of verse novels, triggers for writing the text.		<i>What wider ideas will this unit lead us to consider?</i> Current affairs – social class, family relationships, modern Britain, diversity, lived experiences, Holocaust.		<i>What wider ideas will this unit lead us to consider?</i> Current affairs – gender roles and expectations Literary background – links to other Shakespearean works and other playwrights. Discuss the relevancy/importance of Shakespeare in today’s world	
Disciplinary Knowledge (the way the subject accumulates the knowledge)	<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> How and why the context of when a text is produced and read matters. How you can read texts differently to arrive at different critical interpretations. What makes a piece of creative writing compelling? Analysis of poetry.		<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> Inference Conventions of the genre Constructing a voice (directly links to the lang/lit A level)		<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> How and why the context of when a text is produced and read matters. How you can read Shakespeare from a new historicist critical approach to arrive at different critical interpretations. What makes a play compelling?	
Procedural (granular - how to do something in your subject)	<i>What key processes will this unit address?</i> How to construct a piece of analytical writing based around considering What ideas are being explored, How does the writer present them and Why does the writer want us to explore them ? What can be included in descriptive and narrative writing to make it compelling? How to annotate an extract.		<i>What key processes will this unit address?</i> Crafting a narrative voice. What ideas are being explored, using the conventions of a genre, interpretation of narrative voice How to annotate an extract.		<i>What key processes will this unit address?</i> What can be included in script writing to make it compelling? How to construct a piece of analytical writing based around considering What ideas are being explored, How does the writer present them and Why does the writer want us to explore them ? How to annotate an extract (building on knowledge from Cycles 1 and 2)	
Assessment Approach	<i>What are the formal assessments for this unit?</i> MC: Key terminology, annotation and write up: How does the poet use poetic methods in 'From a Railway Carriage'?		<i>What are the formal assessments for this unit?</i> MC: Write a narrative about a character who travels to a new place.		<i>What are the formal assessments for this unit?</i> MC: How does Shakespeare use Romeo and Juliet to present ideas about love? EOC: How does Shakespeare use the characters of Romeo	