

Curriculum Cycle				
Cycle One		Cycle Two		Cycle Three
Unit	<b><i>What is being studied in this cycle?</i></b> 1. Poetry- The Best words in the best order. ‘Long Way Down’ verse novel. 2. Year 8 poetry anthology: chosen to exemplify poetic methods.	<b><i>What is being studied in this cycle?</i></b> 1. Monologues and voices (selection of writers, e.g. Alan Bennett)		<b><i>What is being studied in this cycle?</i></b> 1. The play <i>Romeo and Juliet</i> by William Shakespeare
Key Concepts	<b><i>What are the key concepts in this unit?</i></b> Reading: context, analysis of poet’s methods, valid interpretations Writing: analysis of poetic methods , hedging, formal style, use of literary terms	<b><i>What are the key concepts in this unit?</i></b> Reading: context, analysis of writer’s craft, valid interpretations How to annotate. Conventions of the genre. Register and style.		<b><i>What are the key concepts in this unit?</i></b> 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)	<b><i>What are the key pieces of knowledge in this unit?</i></b> Context of the verse novel, terminology associated with writer’s methods.	<b><i>What are the key pieces of knowledge in this unit?</i></b> Formal and informal language. Idiolect. Stagecraft.		<b><i>What are the key pieces of knowledge in this unit?</i></b> Context of the play (Elizabethan England,stage craft, courtship and chivalry), terminology associated with theatre and scripts,
Hinterland - (Enrich / Cultural Capital)	<b><i>What wider ideas will this unit lead us to consider?</i></b> Current affairs – Black Lives Matter, gun violence in American neighbourhoods, general diversity Literary background – Genre of verse novels, triggers for writing the text.	<b><i>What wider ideas will this unit lead us to consider?</i></b> Current affairs – social class, family relationships, modern Britain, lived experiences, Holocaust.		<b><i>What wider ideas will this unit lead us to consider?</i></b> 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)	<b><i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i></b> 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.	<b><i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i></b> Inference Conventions of the genre Constructing a voice (directly links to the lang/lit A level)		<b><i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i></b> 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)	<b><i>What key processes will this unit address?</i></b> How to construct a piece of analytical writing based around considering <b>What</b> ideas are being explored, <b>How</b> does the writer present them and <b>Why</b> does the writer want us to explore them ? What can be included in <b>descriptive and narrative</b> writing to make it compelling? How to annotate an extract.	<b><i>What key processes will this unit address?</i></b> Crafting a dramatic voice. What ideas are being explored, using the conventions of a monologue, interpretation of dramatic voice How to annotate an extract.		<b><i>What key processes will this unit address?</i></b> What can be included in <b>script writing</b> to make it compelling? How to construct a piece of analytical writing based around considering <b>What</b> ideas are being explored, <b>How</b> does the writer present them and <b>Why</b> does the writer want us to explore them ? How to annotate an extract (building on knowledge from Cycles 1 and 2)
Assessment Approach	<b><i>What are the formal assessments for this unit?</i></b> <b>MC:</b> Annotation and write up: How does the poet present ideas about love?  <b>EOC:</b> Analytical writing exploring the use of poetic methods (‘Not My	<b><i>What are the formal assessments for this unit?</i></b> <b>MC:</b> Write a short monologue in a specific voice.  <b>EOC:</b> Write a monologue in a choice of 3 voices (not teenage).		<b><i>What are the formal assessments for this unit?</i></b> <b>MC:</b> Annotate an extract <b>EOC:</b> How does Shakespeare present Juliet in <i>Romeo and Juliet</i> ?