

### Term 5 and 6 – 2020 Curriculum Planning

Curriculum plan for term 5 and 6 in response to C-19 and return to school. These curriculum alterations have been reviewed in light of curriculum delivered in home learning, pupil assessment and engagement.

Department: English

		<b>Content edited and / or repeated.</b>	<b>Curriculum Changes – What and How</b>	<b>Follow up for linked units further into the key stage</b>
<b>Term 5</b>	<b>Year 7: Poetry: An Introduction</b>	Revision of descriptive techniques will be covered, these have been covered in earlier terms this year. We have not felt the need to make any edits to the overall unit as the new skills of analysing form and structure of poetry will need to be taught, but staff will have the flexibility to differentiate lessons according to specific needs or any gaps they identify for their own classes. Identifying prior KS2 knowledge will also inform teaching.	There have been no changes to this unit as this introductory unit already looks at what prior knowledge students have from KS2 and recaps all key terminology and skills that will be needed. Teachers will differentiate up or down depending on the needs of their class and keep poems the same throughout the year group for consistency and as per SoW.	This unit picks up on the language devices covered in previous terms, and the devices – as well as new ones to do with form – will be picked up in the Shakespeare unit and across next year.
	<b>Year 8: Poetry: Nature Poetry</b>	Students will be picking up on the skills covered in the poetry unit from Y7, as well as subject terminology for language covered across previous units this year. The content of this unit remains the same, and staff will choose the poems they feel will best suit and challenge their classes. Staff will also differentiate the support offered for key assessed tasks to best suit the needs of the class –	There have been no changes to this unit as students did manage to cover the poetry unit in Y7, therefore they are already in a position build on the skills taught last year. We will continue to reinforce language techniques covered already this year, and focus on developing the ability to explore and analyse form and structural devices specific to poetry.	This unit picks up on the language devices covered in previous terms, and the devices – as well as new ones to do with form – will be picked up in the Shakespeare unit and across next year.

		especially with regards to writing comparisons.		
<b>Year 9: Poetry: War poetry</b>	Students should, at this stage in their studies, have encountered poetry across previous years and some has also been covered in Term 4. Therefore, they will recap the key terminology and skills before continuing to advance these. Staff will select texts and poems from a selection, and we will steer away from any that may link to closely to C-19 issues e.g. medical reports of the effects of gas attacks.	No changes to the curriculum delivery as the skills and terminology covered here will need to be taught to provide a solid foundation for GCSE. More time may be spent practising the skill of writing a comparative analytical essay as students may not have opportunity for this in Y8.	This unit picks up on the language devices covered in previous terms, and the devices – as well as new ones to do with form – will be picked up in the Shakespeare unit and across next year.	
<b>Year 10: Poetry: OCR Anthology</b>	Students managed to cover their Y9 poetry unit prior to any lockdown, therefore revisiting prior knowledge of poetry terminology will form the starting point of this unit. Students can also draw directly on the content from last year to help with the study of some of the war poems in the anthology. Classes will study a selection of the GCSE poems, with a core group specified for all students, and teachers having the flexibility to choose from the remainder to best suit their class's needs and abilities.	No changes to the curriculum delivery at present. This unit was the element we removed from the current Y11 GCSE, but as we have not had any guidance to suggest that the current Y10s will have the content of their GCSEs altered, we will continue with the study of this unit as planned.	This unit picks up on the language devices covered in previous terms, and the devices – as well as new ones to do with form – will be picked up in the Shakespeare unit and revised again in Year 11.	
<b>Year 11: Revision and assessment for Lit 01 and Lang 02 Section B</b>	Students will be assessed during this term on 'An Inspector Calls' and 'Jekyll and Hyde' – these are both units that were fully delivered in Y10 and have been revised in Y11. We	All changes have been made in line with government guidance. Students will no longer prepare to sit exams on all aspects of the two GCSEs at once, and instead	N/A	

		<p>have made the decision to remove the comparison question for 'An Inspector Calls' as we feel that doing the question that solely focuses on the text itself will be a fair representation of what has been taught and revised (comparing is also a skill that is not a weighted part of the Literature GCSE).</p> <p>Students will also have the chance to complete another Language Paper 02 Section B (the creative writing question), as this is often the question that students can score very highly on and we felt it would give students a chance to really demonstrate how their writing has developed across their time at Abbey Park.</p>	<p>will follow a series of build-up, revision and assessment lessons.</p>	
<p><b>Term 6</b></p>	<p><b>Year 7: Shakespeare and Speaking and Listening: A Midsummer Night's Dream</b></p>	<p>Revision of prior skills on Shakespeare will be covered initially, with staff working closely with their classes to establish prior knowledge from KS2. We have not felt the need to make any edits to the overall unit as the new skills of introducing the wider context of Shakespeare and introduction and analysis of 'A Midsummer Night's Dream' ('AMND') will need to be taught, but staff will have the flexibility to differentiate lessons according to</p>	<p>There have been no changes to this unit as this introductory unit already looks at what prior knowledge students have from KS2 (Shakespeare) and recaps all key terminology and skills that will be needed for analysis, some of which have been taught this year in other units of work. Teachers will differentiate up or down depending on the needs of their class. The text will be the same, 'AMND', throughout the</p>	<p>This unit picks up on the literature devices covered in previous terms, and the devices – as well as new ones to do with form – will be picked up this term and developed across next year.</p>

		specific needs or any gaps from KS2 they identify for their own classes.	year group for consistency, although heavily differentiated for A5 and B5 classes.	
	<b>Year 8: Shakespeare and Speaking and Listening: Macbeth</b>	Students will be picking up on the literature skills covered in Y7, as well as subject terminology for literature covered across previous units this year. The content of this unit remains the same, and staff will cover the context in sufficient detail to ensure that any gaps from missing the Shakespeare unit in Y7 are addressed. Staff will also differentiate the support offered for key assessed tasks to best suit the needs of the class. Staff will approach the theme of war and death carefully according to the dynamics of their class and considering the current C-19 context.	There have been no changes to this unit, with students already in a position build on the literature skills taught last year. We will continue to reinforce key terminology covered already this year, and focus on developing the ability to explore and analyse form and structural devices specific to Shakespeare.	This unit picks up on the literature devices covered in previous terms, and the devices, as well as new ones to do with form will be developed in this unit and across next year.
	<b>Year 9: Shakespeare and Speaking and Listening: Romeo and Juliet</b>	Students will have encountered Shakespeare in Y7 and so will begin with tapping into this prior knowledge to explore the context. They will also recap the key terminology and skills covered in previous terms before continuing to advance these. Staff will approach the theme of death, suicide etc. carefully according to the dynamics of their class and considering the current C-19 context.	No changes to the curriculum delivery as the skills and terminology covered here will need to be taught to provide a solid foundation for GCSE literature. More time may be spent practising the skill of analysing key moments and characters ahead of GCSE, to ensure students feel confident with these core skills.	This unit picks up on the literature devices covered in previous terms, and the devices, such as form, will be picked up in this Shakespeare unit and developed next year at GCSE.

	<p><b>Year 10: Shakespeare and Speaking and Listening: The Merchant of Venice</b></p>	<p>The current Y10s will not have studied Shakespeare with us since Y7, therefore there may be some prior knowledge that can be used as a base, but staff will take their time to ensure the content is covered in depth. Students have all studied 'An Inspector Calls' – albeit remotely – and therefore should be familiar with conventions of a play; for any classes where staff feel there was a lack of engagement whilst working remotely, they will go back over the conventions. Staff will use their own judgment to differentiate the teaching of the text, which may include using 'translated' or abridged texts to help students focus on and understand the most crucial scenes.</p>	<p>Having missed the Shakespeare unit in Y9, there will be more time dedicated to learning the key facts about context that are needed to interpret the text and characters. Overall, there will be very little change to the main content of the unit and how it is delivered – we have always used high quality recordings of the play performed by the RSC to supplement and develop students' understanding of the text and will continue to do so.</p>	<p>Students will revise this in Y11 ahead of mock examinations.</p>
	<p><b>Year 11: N/A</b></p>			