HAYDON SCHOOL

The Real World			
	War & Conflict		*A Journey Into History*	*'Injustice & Inequality'*
Term	Autumn 1 & 2	Spring 1	Spring 2	Summer 1 & 2
Weeks	15	5	7	14
Homework	*Every student in English has access to an online programme called Bedrock Vocabulary. This programme teaches vocabulary explicitly, whilst encouraging reading through a range of interactive activities where vocabulary is deliberately interwoven into a wide variety of aspirational, high quality and challenging fiction and non-fiction texts.This builds students' cultural capital, and expands their concept of the world at large, laying foundations for critical thinking and cultural awareness. Every student is expected to complete a minimum of two lessons every week and parents are able to monitor their child's progress with their own unique log in too.*			
Overview	*'Boy 87'* *Ele Fountain* Boy 87' is a cyclical narrative following the experience of a child fugitive, desperate to escape the repressive, totalitarian change consuming their home country.	*Nature and Adventure* Students will be exposed to a range of poems, varying in structure, form, language and challenge in this unit. They will learn to analyse and evaluate poetry with an ability to explore the purpose and impact of the poem, taking them on a different journey as they become familiar with the eclectic art of spoken word.	*'Romeo & Juliet'* *William Shakespeare* Gang violence, rivalry and the complexities of romance is uncovered scene-by-scene and act-by-act with attention to Shakespeare's construct of language, structure and form.	*'Of Mice & Men'* *John Steinbeck* Students will read this literary classic to meet an eclectic range of characters who are subjected to individual prejudices of race, gender, disabilities and age. The narrative encapsulates American life during the Great Depression with a heat-warming yet tragically heartbreaking friendship between protagonists George and Lennie.
Keywords	: Context, dictatorship, democracy, recurring motif, juxtaposition, ostracism, segregation, injustice, inequality, hierarchy, discrimination, symbolism.	Rhythm, rhyme, syllables, stanza, simile, metaphor, couplet, imagery, jingoism, patriotism, conscription.	Soliloquy, act, scene, staging, lighting, pathetic fallacy, Globe Theatre, Elizabethan era, patriarchy, iambic pentameter, symbolism, contrast, unrequited love.	Misogyny, destitute, nomadic, symbiotic relationship, derogatory, hierarchy, cyclical structure, ostracism, marginalisation.
Skills	**READING:** ● Reading with some confidence and	**READING:** ● Reading mostly with confidence and	**READING:** ● Reading mostly with confidence and	**READING:** ● Summarising content clearly and confidently.

summarising content clearly. ● Explaining personal opinions.. ● Selecting appropriate evidence to support ideas. ● Making clear inferences. ● Beginning to understand how to explore multiple connotations of words with support. ● Possessing a confident understanding of the methods that writers use and the impact they have. ● Independently making links between text and context. **WRITING:** ● Developing vocabulary. ● Mostly accurate spelling, punctuation and grammar. ● Gaining a confident understanding of tone, style and register.	summarising content clearly. ● Explaining and justifying opinions.. ● Selecting appropriate evidence to support ideas. ● Making clear and confident inferences. ● Beginning to understand how to explore multiple connotations of words with support. ● An awareness of a wider range of methods that writers use and the impact they have. ● Independently making links between text and context. ● Explaining writers' methods and effects **WRITING:** ● Widening vocabulary. ● Mostly accurate spelling, punctuation and grammar. ● Mostly possessing a confident understanding of tone, style and register. ● Understanding how to emulate writers' poetic style and how to use figurative language effectively. ● Writing is mostly organised coherently.	summarising content clearly and confidently. ● Explaining and justifying opinions with clarity. ● Selecting and embedding appropriate evidence to support ideas. ● Making clear and confident inferences. ● Beginning to understand how to explore multiple connotations of words with support. ● An awareness of a wider range of methods that writers use and the impact they have. ● Independently making links between text and context. ● Explaining writers' methods and effects **WRITING:** ● Widening vocabulary. ● Accurate spelling, punctuation and grammar. ● Beginning to understand the impact different punctuation has. ● Possessing a confident	● Explaining and justifying opinions. ● Selecting and embedding appropriate evidence to support ideas. ● Making confident and insightful inferences. ● Possessing a confident understanding of exploring connotations of words independently. ● Possessing a confident understanding of the methods that writers use and the impact they have. ● Independently making links between text and context with confidence. **WRITING:** ● Using enhanced and impactful vocabulary to express viewpoints. ● Accurate spelling, punctuation and grammar. ● Mostly understand the impact different punctuation can have and begin to utilise it in their own writing. ● Possessing a confident understanding of tone, style and register and emulating this in their own writing. ● Writing is organised coherently.

			understanding of tone, style and register. .	
Key questions	Where do we see examples of injustice today? What actions can we take to bring about awareness and fight injustice? What similarities and/or differences do we notice in the injustice that characters face in the novel compared to today? Is war ever a solution for conflict?	What issues do poets raise about the consequences of war? How does the tone of war poetry change over time? What are the wider effects of war on individuals and in society?	What are the consequences of a patriarchal society? How can forgiveness and redemption be a way to resolve conflict? In what way can our emotions influence our actions? What wider message is Shakespeare conveying through this play? How has history influenced our presenter and how can it mould our future?	How are characters made to feel like outsiders? How does marginalisation of individuals still happen in society today? How and why is discrimination still deeply ingrained within our society?
Assessment	● Peer/self assessed mid unit test every 3 weeks. ● Teacher assessed end of unit test covering knowledge of: plot, characters, key words, retrieval of quotations and exploding a quote.	● Peer/self assessed mid unit test in week 3. ● Teacher assessed end of unit test in week 5: approaching an unseen poem.	● Research Project for a key historical event. ● Peer assessed end of unit test based on a taught extract.	● Peer/self assessed mid unit test every 3 weeks. ● Teacher assessed end of unit test covering knowledge of: plot, characters, key words, retrieval of quotations, exploding a quote and writing an analytical paragraph independently.
Literacy/ Numeracy/ SMSC/ Character	In KS3, we teach a range of literature that develops students' spiritual development through discussion and debate. For example, the study of the texts such as 'Boy 87', 'Romeo & Juliet' encourage the discussion of childhood vs adulthood, the impact of our decisions on the wider society as well as developing the ability to empathise with characters. It enables students to take the opportunity to reflect on some of the topical issues we encounter within these texts and apply our discussions to issues they may be facing in their own lives. Creative writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experimental.			

	Studying war poetry enables and conducting research projects on key historical events further provides an opportunity for students to appreciate British history and culture and gain an understanding of its development through time. We also give students the opportunity to speak in different contexts and regarding a range of different real-life issues, applying learning to careers and life after school. Debate is an important aspect of the subject, giving logical arguments with respect, rationality and thoughtfulness.
Enrichment opportunities and futures	- Globe theatre / London productions of Shakespeare's works. - Virtual tour of the Globe theatre. - Competitions to mark literary events: World Poetry Day, Roald Dahl Day, World Book Day. - Research project on the Elizabethan era. - Virtual author interviews during library lessons. **<u>Futures</u>** **Employability Skills:** Formality of writing Literary analysis Time management Presentation skills Critical thinking Cultural capital Reading for meaning Debate Self-management Fluent/ Articulate communication skills **Career prospects:** Education Human Resources Public Relations Business Writer/ Novelist Journalist Communications Civil Service Librarian Newspaper/ Print Journalism Acting/ Theatre