

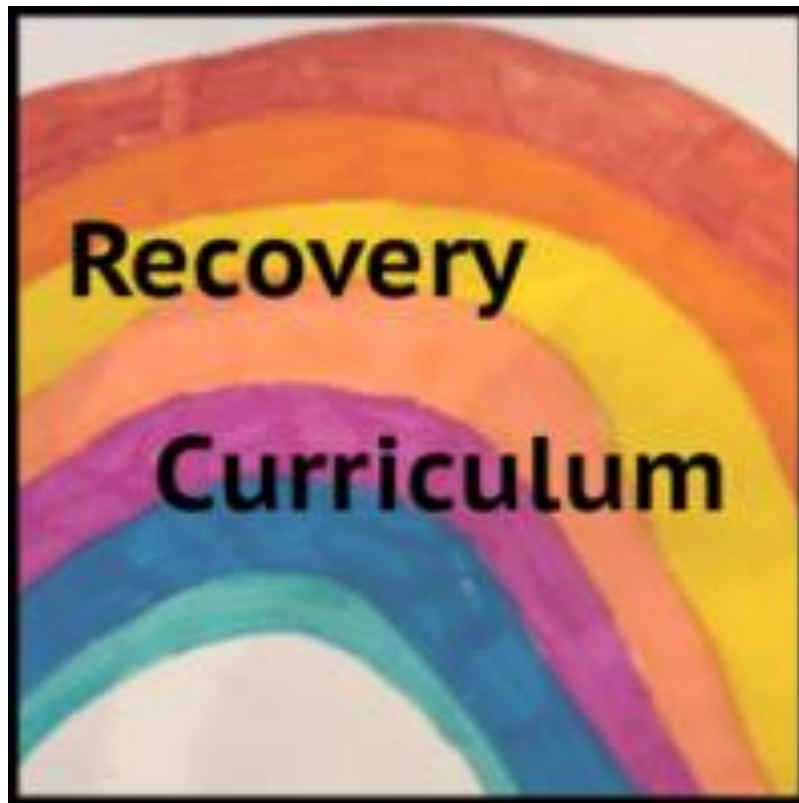
RECOVERY CURRICULUM

Subject: English

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Updated:



Subject:	English	Teacher:	FRM- All of the English Department
Year:	10	Class:	
Unit title:	'An Inspector Calls'		
Duration:	3 weeks explicit recovery curriculum to revise begin Year 10 GCSE content but establish learning habits and increase confidence.		

Intent

Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?

This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.

Aims – what do you want pupils to be able to know and do by the time they finish this unit/topic?

- Speak confidently about the chosen text, extract or topic in English.
- Build memory retention and recall of previous learning by recapping, using the DNA and the three points of learning.
- Write confidently and competently in a variety of forms, including both fiction and non-fiction.
- Read fluently and with accuracy, even in the face of challenging texts
- Speak and listen with confidence and respect, always ensuring a high level of accuracy.
- Be able to utilise a broad and varied vocabulary that can open doors for students in later life.
- Apply BUG to initial assessment style questions and begin to feel confident to try deliberate practice independently.
- Apply learning habits in the classroom with ease and know classroom routines explicitly.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

- We will be brave as staff and tackle the losses that our pupils have faced and encourage them to be brave in the classroom and in our society. Talking will be the first sign of bravery.
- Despite the length of time out of the classroom, we will study texts with an inherent level of challenge – that are either archaic, nonlinear, narrated with complexity, contain complex plots, are resistant to decoding on first glance, or are non-fiction – so that we can raise the level of aspiration for our students but we will support them explicitly with the steps to access these.
- We will ensure all ability ranges are supported in accessing a high level of challenge, rather than oversimplifying or reducing content to a lower level.
- We will create positive learning environments that ensure all students are respected and encouraged to share thoughts, views and opinions in a positive way.
- Kindness above all and patience will be instilled in our practice and in returning to the classroom routines.

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification – how does the content link to the NC or Exam Spec?

- Playscript form
- Dramatic Techniques
- Analysis
- Themes
- Context- 20th century Britain

GCSE Literature Paper 2

Powerful Knowledge – what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

- Writer's Context
- Social Class
- Play structure
- Socialism & Capitalism

Implementation

GAPS

Identification – how are you going to identify the gaps in knowledge/skills?	Triage – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?
<ul style="list-style-type: none"> • Five a day DNA to test retention of Year 9 skills/strategies • Lots of class discussion around the text to assess inference and deduction skills • In the first three weeks, an opportunity for analysis and description in a supportive environment for the class teacher to give whole class light feedback to 	<ul style="list-style-type: none"> • Whole class feedback stickers used to assess priorities and address in subsequent lessons • A weekly meeting with the department to discuss areas of concern-tailor our teaching to address the gaps • Intervention from KEB and JMH with those most affected • Reading frontloaded for the first three weeks to enable comprehension, vocabulary building and inference but more so engagement in reading.

KEY CONCEPTS

Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?
<ul style="list-style-type: none"> • Reciprocal Reading strategies • Decoding language and building vocabulary • Inference, summary, deduction, prediction and analysis • Cold Read of GCSE Literature text 	<p>These skills are imperative to accessing reading texts but also crafting their own descriptive writing. These skills can be applied to the rest of the curriculum with ease and 'Faster Reading Research' shows that front loading with reading will make our students faster and more coherent.</p> <p>Students will begin when confident to look at PEEZL, SEWSEW and zoom description and these fit into our English Skills spiral.</p>

WELLBEING

Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?
<p>Through creative writing with freedom to share their experiences in the form of creative writing. Through discussion about themes in the texts that lend themselves subtly to conversations around the pandemic.</p>	<p>Class discussion and opportunities for talk for writing will enable pupils to feel safe and supported in the classroom and to share their ideas. Regular opportunities to work with others verbally to encourage social interaction such as group work, however safe to do so. Emotional wellbeing- pupils will know that they can use timeout if necessary, from challenging topics. The English department, including new staff, will foster clear communication links with Personal Tutors and Pastoral staff to raise concerns.</p>

RE-ESTABLISH

Learning Skills – how are you going to re-establish the skills for learning?	Relationships – how are you going to re-establish classroom relationships?
<ul style="list-style-type: none"> - Name the steps from TLAC used explicitly and dual coding to help students remember - Repetitive and clear routines and processes such as classroom entrance, five a day starter, what-why-how embedded from the start more slowly so that these become explicit. - Modelling of good learning habits- Cornell note taking, pride in presentation, use of TLAC icons to prompt students' awareness of the cycle. 	<ul style="list-style-type: none"> - Clear boundaries set by all staff so that students know what is expected of them and what to expect from all staff in the department - Organic opportunities for class discussions and sharing of ideas in a safe environment. - The pace of lessons will allow for the staff and students to reintegrate together at a manageable pace that does not overwhelm. - Praise and achievement points given regularly through Edulink and positive correspondence home.
OPPORTUNITIES	
Discussion – what are the discussion-based opportunities?	Group – what are the group work-based opportunities (while still ensuring social distancing)?
Predominantly chance to discuss the main themes of the novel and how we apply them to our own lives in modern society and against the backdrop of the pandemic. Also debate and oracy tasks to form critical responses about the Birling family choices.	<ul style="list-style-type: none"> - For and against debating teams to discuss which family member was most to blame. - Dual coding session where pairs decide which icons represent the plot and justify their decisions. - Groups pitch their own alternative endings.

Delivery							
1	Number of lessons in cycle: 4	6) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Five-a-day DNA around language devices, grammar and poetic techniques- one per lesson.	What	To confidently understand the significant events and characters in 'An Inspector Calls'	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Understand the structure and events to allow analysis. GCSE English Lit Paper 2	
					How	Cold read. Dual Coded timeline.	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		<ul style="list-style-type: none">Classroom routines including five-a-day and teacher expectationsDramatic techniquesCold read of the play.		Targeted questioning about events and characters.	Model how to remember key quotations or use Cornell Notes to make notes about the key scenes.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
	Key scenes- revision notes Timeline created with themes, events and key characters.		Opportunities to add to timeline if events are missed.	5 a day is a daily review Online quizzes and Kahoot for 'A.I.C'			

2	4	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Five-a-day DNA around the 4 poems already studied.	What	To confidently understand Priestley's construct of key characters.	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Be able to confidently write about character in the Literature GCSE exam.	
					How	Key quotations, profiles for key characters, close analysis of extracts.	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Context of Britain- socialism and capital-relevant to understanding the family. Elastic Quotes.		Targeted questioning.	Model how to write a PEEZL paragraph and give partial answer to finish as a class. Birling.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		PEEZL at the end of the week Character profiles to record key elements of each character		Show call some work using visualisers and address class errors with PEEZL.	5 a day recall daily. After a fortnight- do a comprehension quiz of two weeks of reading.		
	3	4	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
			Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Five-a-day DNA around previous reading, comprehension, characters and key vocabulary.	What	Understand the key themes presented across the play.
Blended (live and remote as independent study)			<input type="checkbox"/>	Why		GCSE English Literature Paper 2/ Comparison skills, link themes to other texts.	
				How		Identify key themes and events and analyse presentation of theme. Literature GCSE style.	
Number of lessons in cycle:		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Thematic style exam questions BUG- breaking down the exam questions.		Pupils to talk me through the BUG steps. Targeted questioning about key themes and events that link.	Class plan to two thematic questions. Pupils can use one of the plans to attempt an exam-style answer.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		PEEZL analysis essay-style response.		Take work in from class and deep mark.	5 a day review of previous poems. Reviewing understanding of PEEZL from Year 9 Continue to review recall of elastic quotes.		

