



# AC1: Key Outcomes – Year 7

## Curriculum: English

**Excellence.  
No Excuses.**

Section	Knowledge Code:	Outcomes:	How Scholars will demonstrate success:
<b>1</b>	E7.1.1	Scholars will know the authorial aims of a literature text. <ul style="list-style-type: none"> <li>Scholars will remember how to describe who Willy Russell is.</li> <li>Scholars will remember how to explain what the education system looked like in the 1970s.</li> <li>Scholars will remember how to describe the societal and cultural landscape of Liverpool during the 1970s.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will identify quotes from a non-fiction excerpt that describe the cultural and societal landscape of Liverpool.</li> <li>Scholars will recall key information about Willy Russell and his life.</li> <li>Scholars will describe the education system in the 1970s.</li> <li>Scholars will apply understanding of educational experiences in the 70s to a diary writing task.</li> </ul>
	E7.1.2	Scholars will know the historical context of a literature text. <ul style="list-style-type: none"> <li>Scholars will remember how to understand how education differs today compared to education in the 1970s.</li> <li>Scholars will remember how to make comparisons between their own experiences and the experiences described in non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will engage in several close reading activities and use these to draw comparisons.</li> <li>Scholars will acknowledge why Russell’s career as a teacher during the 70s is significant.</li> </ul>
<b>2</b>	E7.1.3	Scholars will know the significance of stage directions. <ul style="list-style-type: none"> <li>Scholars will remember how to understand the function of stage directions.</li> <li>Scholars will remember how to interpret key setting choices.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will explain the purpose and function of stage directions.</li> <li>Scholars will analyse stage directions and create a visual representation of the setting.</li> </ul>
<b>3</b>	E7.1.4	Scholars will know the importance of character introductions. <ul style="list-style-type: none"> <li>Scholars will remember how to describe the opening tone of the play through understanding and interpreting Les and Carol’s opening dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will read Scene 1 and discuss the opening tone.</li> <li>Scholars will analyse the language choices in the opening scene and explain how these help to establish tone.</li> </ul>
	E7.1.5	Scholars will know different experiences of education. <ul style="list-style-type: none"> <li>Scholars will remember how to compare education entitlements across cultures through reading a range of non-fiction articles.</li> <li>Scholars will remember how to identify key differences between the education available in England compared to other, less-developed countries.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will explain the schooling experiences of children from a variety of other cultures.</li> <li>Scholars will successfully understand an isolated case study of a child from Nigeria.</li> <li>Scholars will compare the education available in the UK and in Nigeria.</li> </ul>
	E7.1.6	Scholars will know key themes in a play text. <ul style="list-style-type: none"> <li>Scholars will remember how to identify the theme of deprivation in Scene 4.</li> <li>Scholars will remember how to justify their choices through references taken from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will revise their understanding of deprivation.</li> <li>Scholars will apply their understanding of deprivation to a range of persuasive letter writing tasks.</li> </ul>
	E7.1.7	Scholars will know character conventions. <ul style="list-style-type: none"> <li>Scholars will remember how to draw comparisons between their understanding of social roles in school and the character types presented on the coach: Reilly, Digga and the ‘Little Kids’.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will describe the social roles seen in a modern-day school.</li> <li>Scholars will justify how Reilly, Digga and ‘The Little Kids’ are character archetypes.</li> </ul>
<b>4</b>	E7.1.8	Scholars will know how to use socially appropriate language. <ul style="list-style-type: none"> <li>Scholars will remember how to challenge the language used in the text and explain how this is inappropriate in today’s society.</li> <li>Scholars will remember how to explain how societal appropriateness has developed from the 1970s to the modern-day.</li> <li>Scholars will remember how to discuss where cultural awareness and behaviours still require change.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will identify where the language is deemed inappropriate for today’s society.</li> <li>Scholars will explain the changes that society has seen over the past 50 years.</li> <li>Scholars will state what changes still need to be seen to secure equality.</li> </ul>
	E7.1.9	Scholars will know different interpretations of “poverty”. <ul style="list-style-type: none"> <li>Scholars will remember how to contextualise their understanding of ‘deprivation’ and compare their understanding of modern-day poverty to poverty in the 1970s.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will apply their understanding of deprivation to the characters of Andrews and Carol.</li> <li>Scholars will select a range of judicious references to justify how characters are connected to the theme of deprivation.</li> </ul>
	E7.1.10	Scholars will know the conventions of writing creatively. <ul style="list-style-type: none"> <li>Scholars will remember how to apply their understanding of ‘deprivation’ to a range of creative writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will use an image as a stimulus to explore deprivation in the 1970s.</li> </ul>
	E7.1.11	Scholars will know common stereotypes. <ul style="list-style-type: none"> <li>Scholars will remember how to explain the difference between a stereotype, prejudice and judgments.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will answer a range of close reading questions.</li> </ul>
	E7.1.12	Scholars will know different experiences of being alive as a teenager. <ul style="list-style-type: none"> <li>Scholars will remember how to understand what it means to be a teenager in different cultures.</li> <li>Scholars will remember how to interpret the behaviours of the children in the text and explain their behaviours in light of childhood experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will make insightful comparisons between the expectations placed on children from different cultures.</li> </ul>



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5	E7.1.13	Scholars will know key dialogue. <ul style="list-style-type: none"> <li>Scholars will remember how to interpret Mrs Kay’s dialogue and Mr Briggs’s dialogue</li> <li>Scholars will remember how to explain how their educational philosophies differ.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will compare Mrs Kay’s and Mr Briggs’s dialogue.</li> <li>Scholars will discuss to what extent they differ.</li> </ul>
	E7.1.14	Scholars will know the significance of stage directions. <ul style="list-style-type: none"> <li>Scholars will remember how to apply their understanding of stage directions.</li> <li>Scholars will remember how to interpret stage directions and understand how they create meaning for the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will revise their understanding of stage directions.</li> <li>Scholars will select evidence from the text and explain how it creates meaning.</li> </ul>
	E7.1.15	Scholars will know key themes in a literature text. <ul style="list-style-type: none"> <li>Scholars will remember how to recognise the theme of ‘opportunity’ through Mrs Kay’s, Andrews’s and Carol’s dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will explain how ‘lack of opportunity’ is felt by Andrews and Carol.</li> <li>Scholars will challenge the consequences of having a lack of opportunity.</li> </ul>
	E7.1.16	Scholars will know the effectiveness of using evidence. <ul style="list-style-type: none"> <li>Scholars will remember how to describe Mrs Kay’s approach to education through selecting a range of judicious references from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will summarise Mrs Kay’s approach to teaching.</li> <li>Scholars will support their summary with judicious references from the text.</li> </ul>
	E7.1.17	Scholars will know the features of a broadsheet newspaper article. <ul style="list-style-type: none"> <li>Scholars will remember how to apply their understanding of ‘bad behaviour’ as presented in the broadsheet article that Scholars will read and discuss to the text, and the behaviour demonstrated by the children in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will read a broadsheet article that explores ‘bad behaviour’ in UK classrooms.</li> <li>Scholars will apply their understanding of bad behaviour to the behaviour demonstrated in the play.</li> </ul>
6	E7.1.18	Scholars will know different types of relationships. <ul style="list-style-type: none"> <li>Scholars will remember how to summarise the relationships that Scholars have formed with individual teachers.</li> <li>Scholars will remember how to compare and justify individual relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will identify and label the different relationships established between teachers and Scholars.</li> </ul>
	E7.1.19	Scholars will know different stereotypes of characters. <ul style="list-style-type: none"> <li>Scholars will be able to recognise Russell’s use of accent and dialect to create social class differences.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will define the terms accent and dialect.</li> <li>Scholars will explain Russell’s intentions in using accent and dialect to create social class differences.</li> </ul>
	E7.1.20	Scholars will know key character development. <ul style="list-style-type: none"> <li>Scholars will remember how to track the language used by Mr Briggs throughout the play and explain how this changes.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will select quotes from multiple points throughout the text.</li> <li>Scholars will explain how Mr Briggs’s character has evolved throughout the play.</li> </ul>
7	E7.1.21	Scholars will know different experiences of being a child. <ul style="list-style-type: none"> <li>Scholars will remember how to interpret the experiences that help to shape childhood for children in Ethiopia using the UNICEF report.</li> <li>Scholars will remember how to draw comparisons between the non-fiction text and the play and how the Scholars have been influenced by their childhood experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will read extracts from the UNICEF report to develop reading skills.</li> <li>Scholars will draw both explicit and implicit comparisons between the childhood experiences documented in the report and in the play.</li> </ul>
	E7.1.22	Scholars will know the significance of stage directions. <ul style="list-style-type: none"> <li>Scholars will remember how to interpret Russell’s closing stage directions and his character intentions with Mr Briggs.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will revise their understanding of stage directions.</li> <li>Scholars will recognise that despite the realisations Mr Briggs has during the trip, his fundamental nature will never change.</li> </ul>
	E7.1.23	Scholars will know the link between actions and consequences. <ul style="list-style-type: none"> <li>Scholars will remember how to challenge the concept of consequences.</li> <li>Scholars will remember how to justify the appropriateness of actions and consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will discuss their understanding of consequences.</li> <li>Scholars will read an article that documented the Montgomery Bus Boycott.</li> <li>Scholars will recognise how consequences can be multifaceted and that sometimes, authority needs to be defied to encourage change.</li> </ul>
	E7.1.24	Scholars will know common stereotypes. <ul style="list-style-type: none"> <li>Scholars will remember how to assess the role of the teacher within the text and discuss how they adhere to character archetypes.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars will discuss their understanding of what a teacher is and their responsibilities.</li> <li>Scholars will assess to what extent Mrs Kay and Mr Briggs adhere to their perception of a teacher.</li> </ul>

	<b>Outcome rememberledge strands</b>
1.	<b>Contextual rememberledge</b>
2.	<b>Stagecraft terminology</b> and the director's setting choices
3.	The character function in the plot sequence of Act One
4	<b>Developing cultural awareness through non-fiction</b>
5.	The <b>character function</b> in the plot sequence of <b>Act Two</b>
6.	<b>Character relationships (internal and external)</b>
7.	<b>Critical reading</b> and application