



# Medium Term Planning – AC4: culture and heritage

**Excellence.  
No Excuses.**

## Curriculum: English

Year	Topic Detail and Sequence	Pre-requisite Knowledge	Key Vocabulary	Demonstrable Skills
7	<p>Campaigns to Change the World</p> <ol style="list-style-type: none"> <li>1. Plastic Pollution: Use International Worlds Ocean Day (08/06/20) and the work of the Ocean Conservation Trust. Students write a letter to their local MP exploring what schools could do to help limit pollution.</li> <li>2. The Climate Crisis: Use Greta Thunberg's address to the UN to explore rhetorical devices and the purpose of speeches.</li> <li>3. Black Lives Matter: Compare Martin Luther King's speech with the 2020 protests across America surrounding the death of George Floyd in order to explore how attitudes have changed.</li> <li>4. The Rise of Homelessness: Focus on local newspaper articles to explore the homeless crisis in Nottingham. This will help to develop student's understanding of local issues as well as both national and international ones. Students can then design their own 'Action for Homelessness' charity with a name, mission statement, and aims.</li> <li>5. Exploring a plant-based diet: Use a range of blogs and website pages to develop student's understanding of different diets. Students can then synthesise their understanding create a leaflet to explore the pros and cons of eating a plant-based diet</li> <li>6. Gender Equality: Compare an extract from one of Emmeline Pankhurst's speeches with Emma Watson's speech to explore how attitudes towards gender quality have changed over time.</li> <li>7. The Dark Side of Social Media: Use excerpts from Jessy Nelson's documentary regarding social media and it's adverse effects. Support this by modelling newspaper and magazine articles and encouraging students to write their own.</li> </ol>	<p>Students should be able to do the following based on the KS2 reading and writing criteria:</p> <ol style="list-style-type: none"> <li>1. Distinguish between statements of fact and opinion</li> <li>2. Retrieve, record and present information from non-fiction</li> <li>3. Plan their writing by identifying the audience for and purpose of the writing</li> <li>4. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>5. Use a wide range of devices to build cohesion within and across paragraphs</li> </ol> <ol style="list-style-type: none"> <li>1. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ol>	<p><b>Non-Fiction Language Devices</b></p> <p>Direct Address Alliteration Anecdote Anaphora Fact Opinion Rhetorical question Repetition Rule of three/triple Emotive Language Statistic Hypophora Litote Grammatical parallelism Flattery Imperative vocabulary Personal Pronouns Hyperbole Expert opinion</p>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Read and respond to an increasingly challenging range of texts that cover a broad historical period</li> <li>2. Form a personal response to a variety of texts</li> <li>3. Identify appropriate evidence within a text</li> <li>4. Analyse the use of language to develop understanding of purpose</li> <li>5. Use analytical vocabulary to develop critical analysis</li> <li>6. To begin to understand how language choices can develop meaning</li> </ol>



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8	<p>Powerful Voices of the 21<sup>st</sup> Century</p> <p>An introduction to ‘Powerful Voices’ and the concept of identity</p> <ol style="list-style-type: none"> <li>Barack Obama: What creates our identity? Heritage, upbringing or our personal choices?</li> <li>Akala: The role of heritage in today’s society</li> <li>Oprah Winfrey: Moving beyond the limitations of ‘upbringing’</li> </ol> <p>Exploring Human Rights and those that have been fought for</p> <ol style="list-style-type: none"> <li>Nelson Mandela: The fight for freedom and equal opportunities, the champion of Human Rights</li> <li>Mala Yousafzai: A 14-year old girl’s fight for a right to an Education</li> <li>Kailash Satyarthi: The importance of children’s human rights</li> </ol> <p>Overcoming prejudice</p> <ol style="list-style-type: none"> <li>Steven Hawking: How identity is not defined by disability but a person’s ability</li> <li>Jacinda Arden: Exploring barriers for women in today’s society</li> <li>Indra Nooyi: The commercial world through a woman’s eyes</li> <li>Munroe Bergdorf: There is still room for change, explore the limitations of today’s society and its flaws.</li> <li>Caitlyn Jenner: The importance of diverse role models</li> </ol>	<p>Knowledge established in Year 7 AC4</p> <ul style="list-style-type: none"> <li>What is the difference between fact and opinion and how can we identify this in a text?</li> <li>How can we use the information taken from non-fiction texts to produce creative writing pieces?</li> <li>How is our writing influenced by genre, audience and purpose?</li> <li>How can we use drafts to help us to develop our grammar and vocabulary?</li> <li>How can we use linguistic devices creatively and skilfully to demonstrate our understanding of genre, audience and purpose?</li> <li>How can we apply skills covered in Drama to performances of our own compositions?</li> </ul>	<p>Vocabulary to understand concepts</p>	<p>Vocabulary to explore inequality</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Read and respond to an increasingly challenging range of texts that explore a diverse range of perspectives.</li> <li>Form a personal response to a variety of texts and personal campaigns</li> <li>Apply their personal responses to both fiction and non-fiction writing tasks</li> <li>Identify appropriate evidence within a text</li> <li>Analyse the use of language and use this to inform planning</li> <li>To differentiate between text types, purposes and audiences</li> <li>Students will be able to write accurately, fluently and effectively and at length for pleasure and information</li> </ul>
	<p>Diversity Adversity Prejudice Discrimination Stereotype Racism Sexism Feminism Inequality LGBTQ Assumption Bias Favouritism Ethnicity Xenophobia Apartheid Human Rights Gender Transgender Emancipation</p>	<p>Isolation Segregation Injustice Inequality Disparity Unfairness Disconnect Imprisonment</p> <p>Wrongdoing Illegitimate Immoral Inexcusable Unwarranted Arbitrary</p>			



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9	<p><u>Authorial Aims – A historical lens on Shakespeare, Dickens and Priestley</u></p> <p>1. Authors' motivations: How does literature become an integral part of social movements?</p> <p><b>SHAKESPEARE</b></p> <ol style="list-style-type: none"> <li>Shakespeare and the end of the Tudors – King James, Queen Elizabeth's relationship with Shakespeare, Catholics and protestants</li> <li>Tudor and Stuart social order – the divine right of kings, the chain of being, regicide and treason</li> <li>The Gunpowder Plot – a Catholic uprising against the Scottish king – punishments for treason</li> <li>Shakespeare and the supernatural in Jacobean England – King James, witchcraft, demonology</li> </ol> <p><b>DICKENS</b></p> <ol style="list-style-type: none"> <li>Poverty in London – how the industrial revolution caused mass migration; the conditions of living in British cities</li> <li>Workhouses and The Poor Law – criminalisation of poverty – the lack of a welfare state</li> <li>Dickens' own philanthropy – his homes for women and orphanages – a socialist state of mind</li> <li>The British class system – from mayors to street kids – how life worked for each member of society</li> </ol> <p><b>PRIESTLEY</b></p> <ol style="list-style-type: none"> <li>The rise of communism and socialism around the world – a look at Russian and China and how socialism was becoming popular in Europe</li> <li>A Victorian hangover – how life hadn't changed an awful lot from the mid 19th century – the class system and life for the working class</li> <li>Trade unions and strikes – how the working class rebelled against the hard-headed-businessmen</li> <li>Suffrage and the vote – a woman's place in society – gender expectations and stereotypes</li> <li>The landslide victory of 1945 – how Labour ousted the Conservatives – the NHS, welfare state</li> </ol>	<p><b>Knowledge established in Y7 AC3 and AC4, Y8 AC3, Y9 AC3.</b></p> <ol style="list-style-type: none"> <li>What is <b>authorial intent</b>?</li> <li>What was life like in Tudor England?</li> <li>How do <b>political climates</b> influence literature?</li> <li>How do <b>social movements</b> influence literature?</li> <li>British social systems and hierarchies</li> <li>How to read texts as a product of their context</li> </ol>	<p><b>Shakespeare</b></p>	<p><b>Dickens</b></p>	<p><b>Priestley</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand key dates associated with literature texts</li> <li>Understand the motivations behind the writing of the key literature texts</li> <li>Place key texts in British history</li> <li>Evaluate literature's influence on social and political movements</li> <li>Challenge revisionist literature</li> </ul>
			<ul style="list-style-type: none"> <li>Jacobean</li> <li>Tudor</li> <li>Stuart</li> <li>Witchcraft</li> <li>Supernatural</li> <li>Gunpowder plot</li> <li>Catholics</li> <li>Protestants</li> <li>Tragedy</li> <li>Divine right of kings</li> <li>Chain of being</li> <li>Regicide</li> <li>Treason</li> </ul>	<ul style="list-style-type: none"> <li>Capitalism</li> <li>Corruption</li> <li>Workhouse</li> <li>Treadmill</li> <li>Debtor's prison</li> <li>Allegory</li> <li>Industrial revolution</li> <li>Infant mortality</li> <li>Welfare state</li> <li>Dowry</li> <li>Poverty</li> <li>The Poor Law</li> <li>Victorian</li> </ul>	<ul style="list-style-type: none"> <li>Socialism</li> <li>Communism</li> <li>Shared wealth</li> <li>Suffrage</li> <li>Trade union</li> <li>Exploitation</li> <li>Benefits</li> <li>Abortion</li> <li>Nepotism</li> <li>Patriarchy</li> <li>Labour</li> <li>Conservative</li> <li>Landslide</li> <li>Democracy</li> </ul>	



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10	<p><u>Around the World – the danger of a single story</u></p> <ol style="list-style-type: none"> <li>The danger of the single story – why we need to understand more than white British voices – focus on Chimamanda Ngozi Adichie’s TED speech – focus on speeches in 2020 race riots</li> <li>Being black in America and Britain – newspaper reports on George Floyd – Checking Out Me History – the whitewashing of the education system</li> <li>Young and black in London - Extract from Pigeon English – focus on language and structure – non-fiction articles on Damilola Taylor</li> <li>Japanese traditions – non-fiction article on Japanese teachers – levels of respect and social hierarchy – link to Kamikaze</li> <li>Women in Japan – extract from Memoirs of a Geisha - focus on 2 language and structure</li> <li>The Irish conflict – newspaper reports on the conflict from opposing sides – how different voices can say different things about the same situation</li> <li>Storm on the Island – the Irish conflict through poetry</li> <li>The Syrian conflict – displacement and the refugee’s story – extract from The Heart of Aleppo - focus on language and structure plus evaluation</li> <li>The soldier and the civilian – poems Remains and The Emigree – how conflict creates no winners</li> <li>The fragility of human life – the poem Tissue – extract from autobiography War Doctor</li> </ol>	<p>Throughout Year 7, 8 and 9 students will have been exposed to various fiction and non-fiction texts.</p> <p>Due to the nature of teaching language via the literature texts these texts will be from a variety of authors, from many different time periods on a diverse range of topics.</p> <p>In Year 8 students will have spent a whole unit on war poetry which will help them access the poetry and themes in this unit.</p>	Contextual	Analytical	<p>Identify and interpret explicit and implicit information</p> <p>Analyse language and structure using relevant subject terminology</p> <p>Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>Evaluate texts critically and support this with appropriate textual references</p>
			Whitewashing Racial tension Riot Racism Fascism Civil rights Marginalised Prejudice Discrimination Geisha Hierarchy Expectations Civil conflict Displacement Refugee Immigration Emigration	Suggests Implies Evokes Creates Demonstrates Infers Depicts Establishes Reveals Determines Entails Involves  Carefully Successfully Effectively Judiciously	