



# Student Cycle Overview

***Excellence.  
No Excuses.***

The subject content for this achievement cycle is shown below.

At the end of the achievement cycle there will be an **assessment** of this material.

You should keep an organised file of notes to help you revise and prepare.

Achievement Cycle 1	English	Year 7	Tiers 1/2/3/4
Code	Description		Revised?
E7.1.1	Russell's authorial aims: Education during the 1970s.		
E7.1.2	'Being a child of the 1970's': Drawing comparisons between childhood experiences		
E7.1.3	Drama terminology connected to stagecraft choices: stage directions and setting		
E7.1.4	Key character dialogue to establish opening tone: Les and Carol		
E7.1.5	Scene Four: Comparing education entitlement across cultures		
E7.1.6	Universal themes: understanding the role of deprivation throughout the play		
E7.1.7	Key character comparisons: Reiley, Digga and the Little Kids, exploring character archetypes		
E7.1.8	Societal development and appropriate language (pg. 12): use the 'Black Lives Matter' campaign to challenge the inappropriateness of language in scene six.		
E7.1.9	Key character analysis: explore deprivation through Carol's ambitions		
E7.1.10	Key character analysis: explore deprivation through Andrew's childhood experiences and habits.		
E7.1.11	Understanding the difference between stereotypes, prejudice, and behaviours.		
E7.1.12	Scenes 10-20: Life as a teen in different cultures, use the letter from a 17-year old student to compare the challenges faced by teenagers today and in the 70s (pg. 20-26)		
E7.1.13	Key character comparisons (Scene 21): Compare the educational philosophies of Mr Briggs and Mrs Kay		
E7.1.14	The importance of stage directions and their contribution to the text (Scene 29).		
E7.1.15	Universal themes: explore the lack of opportunity through Mrs Kay's, Andrews' and Carol's exchanges (pg. 36)		
E7.1.16	Key character analysis: Mrs Kay's approach to education (pg. 38-39)		



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<b>Code</b>	<b>Description</b>		<b>Revised ?</b>
E7.1.17	Exploring behavior and education: challenge the concept of 'bad behavior' in schools and the reasons behind it.		
E7.1.18	Dialogue analysis: using the children's dialogue to understand the relationships they have with individual teachers: Mrs Kay, Mr Briggs and Colin.		
E7.1.19	Universal theme: explore the concept of social class through Carol and Mr Briggs' exchange, focusing on accent, dialect and colloquialisms.		
E7.1.20	Key character analysis: compare the language used by Briggs in the beginning to page 49-52 in order to evaluate his character development.		
E7.1.21	Experiences that shape childhood: use the UNICEF report to compare and evaluate factors that shape childhood. Connect to stage directions pg. 52 in the text.		
E7.1.22	Connect the closing stage directions to Russell's authorial aims.		
E7.1.23	Exploring the concept of 'defying authority' and the scope of consequences: Montgomery Boycott articles		
E7.1.24	Exploring the role of the teacher through Mr Briggs and Mrs Kay and the impact they have on shaping student's learning experiences.		



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Achievement Cycle 1	English	Year 7	Tiers 5/6
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E7.1.1	Russell's authorial aims: Education during the 1970s.		
E7.1.2	'Being a child of the 1970's': Drawing comparisons between childhood experiences		
E7.1.3	Drama terminology connected to stagecraft choices: stage directions and setting		
E7.1.4	Key character dialogue to establish opening tone: Les and Carol		
E7.1.5	Scene Four: Comparing education entitlement across cultures		
E7.1.6	Universal themes: understanding the role of deprivation throughout the play		
E7.1.7	Key character comparisons: Reiley, Digga and the Little Kids, exploring social roles in school		
E7.1.8	Societal development and appropriate language (pg. 12): use the 'Black Lives Matter' campaign to challenge the inappropriateness of language in scene six.		
E7.1.9	Key character analysis: explore deprivation through Carol's ambitions		
E7.1.10	Key character analysis: explore deprivation through Andrews' childhood experiences and habits.		
E7.1.11	Understanding the difference between stereotypes, prejudice, and behaviours.		
E7.1.12	Scenes 10-20: Life as a teen in different cultures, use the letter from a 17-year old student to compare the challenges faced by teenagers today and in the 70s (pg. 20-26)		
E7.1.13	Key character comparisons (Scene 21): Compare the educational philosophies of Mr Briggs and Mrs Kay		
E7.1.14	The importance of stage directions and their contribution to the text (Scene 29).		
E7.1.15	Universal themes: explore the lack of opportunity through Mrs Kay's, Andrews' and Carol's exchanges (pg. 36)		
E7.1.16	Key character analysis: Mrs Kay's approach to education (pg. 38-39)		
E7.1.17	Exploring behavior and education: describe the concept of 'bad behavior' in schools and the reasons behind it.		



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Code	Description		Revised?
E7.1.18	Dialogue analysis: using the children's dialogue to understand the relationships they have with individual teachers: Mrs Kay, Mr Briggs and Colin.		
E7.1.19	Universal theme: explore the concept of social class through Carol and Mr Briggs' exchange, focusing on accent and dialect.		
E7.1.20	Key character analysis: compare the language used by Briggs in the beginning to page 49-52 in order to evaluate his character development.		
E7.1.21	Experiences that shape childhood: use the UNICEF report to compare and evaluate factors that shape childhood. Connect to stage directions pg. 52 in the text.		
E7.1.22	Connect the closing stage directions to Russell's authorial aims.		