**Academic Year 2020 – 2021**

**English Department Curriculum**

**Remote Learning Plan – Schemes of Learning Overview**

**Year 7:**

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Term 1

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| **Lesson number** | **Core content** |
| 1. Punctuating Speech Correctly   <https://classroom.thenational.academy/lessons/punctuating-speech-correctly-crwp6c> | In this lesson, we will learn about the difference between direct speech and indirect speech and how to punctuate direct speech correctly. |
| 1. Direct Speech: Varying punctuation and dialogue tags.   <https://classroom.thenational.academy/lessons/direct-speech-varying-punctuation-and-dialogue-tags-cdgkec> | In this lesson, we will learn how to vary our punctuation marks in direct speech. We will also develop our understanding of how we can vary our dialogue tags for effect. |
| 1. Direct Speech: Moving dialogue tags and using pronouns.   <https://classroom.thenational.academy/lessons/direct-speech-moving-dialogue-tags-and-using-pronouns-61gkgc> | In this lesson, we will practise moving our dialogue tags from the beginning to the end of our sentences. We will also look at how using pronouns can prevent our direct speech writing from being repetitive and confusing. |
| 1. Breaking up direct speech with dialogue tags.   https://classroom.thenational.academy/lessons/breaking-up-direct-speech-with-dialogue-tags-cnjkgd | In this lesson, we will learn how to insert a dialogue tag into the middle of a line of direct speech. |
| 1. Breaking up direct speech with dialogue tags and introduction additional speakers.   <https://classroom.thenational.academy/lessons/breaking-up-direct-speech-with-dialogue-tags-and-introducing-additional-speakers-6cwk8r> | In this lesson, we will develop our knowledge of how to insert dialogue tags into the middle of a line of direct speech. We will also learn how to introduce additional speakers, using the correct punctuation. |
| 1. Punctuating speech correctly: Applying the rules when writing creatively.   <https://classroom.thenational.academy/lessons/punctuating-speech-correctly-applying-the-rules-when-writing-creatively-6mvp2r> | In this lesson, we will check our understanding of all the direct speech rules we have learned in this unit. We will then apply these rules to our own creative writing. |
| 1. Creative writing: What makes a good short story?   <https://classroom.thenational.academy/lessons/creative-writing-what-makes-a-good-short-story-70u30c> | In this lesson, we will be looking at what makes a good short story. We will be thinking about our own favourite short stories and what makes them so enjoyable as well as unleashing our imaginations and considering what we would find if we stepped through a window into another world! |
| 1. Creative Writing: Narrative structure.   <https://classroom.thenational.academy/lessons/creative-writing-narrative-structure-6wu3ec> | In this lesson, we will be thinking about the narrative structure of short stories. We will learn all about Freytag's 'narrative pyramid' and the hooks writers use to engage their readers. |
| 1. Creative Writing: Developing Character   <https://classroom.thenational.academy/lessons/creative-writing-developing-character-6rtp2r> | In thislesson, we will be looking at different character types before creating a biography for our own characters! |
| 1. Creative Writing: Figurative Language.   <https://classroom.thenational.academy/lessons/creative-writing-figurative-language-c8up4r> | In this lesson, we will be thinking about how we can ensure a reader enjoys our writing. We'll be thinking about how we can make the sentences we write even better before we complete the activity this unit has been building towards. We will be writing our own short stories! |

Term 2

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| **Lesson number** | **Core content** |
| 1. Revising key basics: Simple verbs and capital letters.   <https://classroom.thenational.academy/lessons/past-simple-verbs-and-capital-letters-6xk30e> | This lesson introduces past tense verbs and how to use capital letters. |
| 1. Revising key basics: Subject verb agreement.   <https://classroom.thenational.academy/lessons/subject-verb-agreement-6wtp2c> | This lesson introduces the verb 'to be' and the subject of a sentence. |
| 1. Revising key basics: Capital letters and irregular verbs.   <https://classroom.thenational.academy/lessons/capital-letters-and-irregular-verbs-6gvp8e> | This lesson develops capital letter use and introduces irregular verbs. |
| 1. Revising key basics: Singular and plural subjects.   <https://classroom.thenational.academy/lessons/singular-and-plural-subjects-6njkcc> | This lesson introduces the concept of singular and plural subjects. |
| 1. Revising key basics: Incomplete sentences and tense.   <https://classroom.thenational.academy/lessons/incomplete-sentences-and-tense-c8tp2d> | This lesson introduces the concept of complete sentences. |
| 1. Revising key basics: Fused sentences and capital letters.   <https://classroom.thenational.academy/lessons/fused-sentences-and-capital-letters-75h3ge> | This lesson introduces the concept of fused sentences. |
| 1. Incomplete sentences.   <https://classroom.thenational.academy/lessons/incomplete-sentences-6gw38t> | This lesson develops comprehension of incomplete sentences. |
| 1. Introduction to poetry.   <https://classroom.thenational.academy/lessons/introduction-to-poetry-c9jkjd> | This lesson aims to help students understand the key components of poetry. |
| 1. Introduction to poetry: What makes a poem a poem?   <https://classroom.thenational.academy/lessons/introduction-to-poetry-what-makes-a-poem-a-poem-6dk3jd> | This lesson aims to develop students' understanding of poetic conventions. |
| 1. Introduction to poetry: Big ideas and emotions.   <https://classroom.thenational.academy/lessons/introduction-to-poetry-big-ideas-and-emotions-in-poetry-6dj38c> | This lesson introduces students to stanzas and explores how they are used to create meaning in poetry. ‘Train’ by Helen Mackay, from ‘London, One November’. |

Term 3 –

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| **Lesson number** | **Core content** |
| 1. Protest Poetry: Reading and exploring “America” by Claude McKay.   <https://classroom.thenational.academy/lessons/reading-and-exploring-america-by-claude-mckay-6wr3gd> | In this lesson, you will be introduced to the poet Claude McKay. You will look at both his use of the sonnet form and juxtaposition to explore his conflicting feelings towards 'America'. |
| 1. Protest Poetry: Reading and Exploring “Rosa” by Rita Dove   <https://classroom.thenational.academy/lessons/reading-and-exploring-rosa-by-rita-dove-68tk2c> | In this lesson, you will explore The Civil Rights Movement before considering Rita Dove's presentation of Rosa Parks in her poem 'Rosa'. |
| 1. Protest Poetry: Reading and exploring “Torture” and “We Alone Can Devalue Gold” by Alice Walker.   <https://classroom.thenational.academy/lessons/reading-and-exploring-torture-and-we-alone-can-devalue-gold-by-alice-walker-6tj32r> | In this lesson, we will explore two poems by Alice Walker: 'Torture' and 'We Alone Can Devalue Gold'. We will consider the role of both resilience and materialism in our society. |
| 1. Protest Poetry: Reading and Exploring “Good Bones” by Maggie Smith.   <https://classroom.thenational.academy/lessons/reading-and-exploring-good-bones-by-maggie-smith-6wrkae> | In this lesson, you will explore the power of poetry in the 21st century, before reading Smith's poem 'Good Bones' and analysing her use of sentence types. By the end of the lesson, I hope you will be inspired to write your own poem for change. |
| 1. Protest Poetry: Reading and exploring “To the indifferent Women” by Charlotte Perkins Gilman.   <https://classroom.thenational.academy/lessons/reading-and-exploring-to-the-indifferent-women-by-charlotte-perkins-gilman-6rr30e> | In this lesson, you will be introduced to the poet Charlotte Perkins Gilman and her role in the women's suffrage movement, before exploring her poem 'To The Indifferent Women'. |
| 1. Protest Poetry: Reading and exploring “Caged Bird” by Maya Angelou.   <https://classroom.thenational.academy/lessons/reading-and-exploring-caged-bird-by-maya-angelou-crw34t> | In this lesson, you will be introduced to the poet Charlotte Perkins Gilman and her role in the women's suffrage movement, before exploring her poem 'To The Indifferent Women'. |
| 1. An introduction to rhetoric: Ethos.   <https://classroom.thenational.academy/lessons/an-introduction-to-rhetoric-ethos-6mr3er> | Get ready to master the secret weapon of English! In this lesson, we will explore rhetoric, which is a literary tool used to persuade others of your ideas or opinions. We will examine the origins of rhetoric and study ethos, a key component of rhetorical writing and speaking. |
| 1. An introduction to rhetoric: Logos   <https://classroom.thenational.academy/lessons/an-introduction-to-rhetoric-logos-6wwkec> | In this lesson, we will continue to study the Aristotelian triad, focussing upon logos: the act of including evidence to back up your argument with proof. We will consider how logos can be used to build a convincing argument and why it is essential to developing effective rhetoric. |
| 1. An introduction to rhetoric: Pathos.   <https://classroom.thenational.academy/lessons/an-introduction-to-rhetoric-logos-6wwkec> | In this final lesson of the unit, we will explore the use of pathos within the art of rhetorical speaking and writing. We will secure our understanding, how to create a sense of pathos so that your audience feel an emotional reaction to what you say and how pathos is a key way to strengthen your argument when speaking or writing. |

Term 4

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| **Lesson number** | **Core content** |
| 1. Use of rhetoric in a letter by Michelle Obama.  <https://classroom.thenational.academy/lessons/obamas-use-of-rhetoric-in-a-letter-to-her-younger-self-6mt3jd> | * It's time to explore one of the most influential women of our time- Michelle Obama. We'll explore Obama's letter to self, and consider how rhetoric was used to help her reflect on some of the biggest challenges she's ever had to face. |
| 1. Continuing our exploration of Michelle Obama’s letter.   <https://classroom.thenational.academy/lessons/a-continued-exploration-of-obamas-letter-to-her-younger-self-6rw3et> | * Continuing on our journey with Michelle Obama's use of rhetoric, this essn, we will consider how she uses rhetoric to give her younger self advice at times when she needed it the most. We will explore how rhetoric has been used to create a reassuring, personal tone by Obama, n a way that we have never seen rhetoric used before. |
| 1. Using rhetoric to write a letter to your younger self.   <https://classroom.thenational.academy/lessons/using-rhetoric-to-write-a-letter-to-your-younger-self-c8w6cc> | * Ever wondered what you could do if you could turn back time? In this lesson, rhetoric will allow us to do just that. We will apply our rhetoric mastery to write our own 'a letter to myself;' drawing from our experience of the rhetoric form so far. We will consider how to structure a response that would persuade our younger self to take our good advice and think about why people might write letters to themselves in times of difficulty. |
| 1. Using rhetoric to create a change (with Lennie James).   <https://classroom.thenational.academy/lessons/james-use-of-rhetoric-for-change-75gp6d> | * A writer who uses rhetoric with advice and warning, Lennie James writes with a particular style to appeal to his audience in a unique and personal approach within his open letter on a topic that became more important with every second that passed. This lesson covers knife crime. If this is a sensitive topic to you, we recommend checking with a trusted adult before starting or doing the lesson with a trusted adult nearby. |
| 1. Comparing Obama and James’ letters  <https://classroom.thenational.academy/lessons/comparing-obama-and-james-use-of-rhetoric-in-the-letter-form-c5h68t> | * In this lesson, we will compare how Obama and James use the letter form in similar and different ways to encourage change. We will explore the key purpose of both letters, before a study of how both writers use rhetoric in similar or differing ways to reflect on the change that impacted themselves, others, and the world as a result. This lesson covers knife crime. If this is a sensitive topic to you, we recommend checking with a trusted adult before starting or doing the lesson with a trusted adult nearby. |
| 1. View Point Writing (using words to give you point of view!)  <https://classroom.thenational.academy/lessons/viewpoint-writing-what-is-it-c9jk4d> | * In this lesson we will begin to look at the features of viewpoint or discursive writing. Today we will begin with a statement - “All sports should be fun, fair and open to everyone. It is the taking part not the winning that matters.” Then, we will have a look at a student response to see how someone else has tackled this statement and begin to understand the features of viewpoint writing. At the end of the lesson, there will be a quiz to recap on our learning. |
| 1. Planning techniques (to make our viewpoint writing more effective!)  <https://classroom.thenational.academy/lessons/planning-techniques-logos-pathos-and-ethos-6mwk0c> | * In this lesson, we will be looking at planning techniques that will help us generate ideas as well as produce a balanced and thoughtful viewpoint essay plan. We will do this by looking to the Greeks and learning about ‘logos’, ‘ethos,’ ‘pathos’ and ‘kairos’. You will then have an opportunity to start creating a plan, using a framework to help sequence your ideas. At the end of the lesson, there will be a quiz to recap on our learning. |
| 1. What makes an effective introduction and conclusion?   <https://classroom.thenational.academy/lessons/what-makes-an-effective-introduction-and-conclusion-6cr38d> | * In this lesson, we will be working with our plans and looking at the relationship between the introduction and the conclusion. We will start by reviewing the model answer and considering how the introduction works. We’ll then look at how sentence level choices have been used to add meaning with a skills review. Then, we will look at the model response again to consider how ‘Ethos’ is used in the conclusion. By the end of the lesson, you will have drafted out your introduction and conclusion. Finally, there will be a quiz to recap on our learning. |
| 1. Rhetorical devices in your essays.  <https://classroom.thenational.academy/lessons/rhetorical-devices-designing-the-main-body-of-your-essay-68v66t> | * In this lesson, we will be looking at the main body of our essay, before piecing everything together. Firstly, we will return to our essay plan and look at how to build the main body of our response, thinking about the function of the paragraph, the desired effect on the reader and the types of rhetorical devices that might be best to choose. We'll do this as a slow write to give you time to think about your options. At the end of the lesson, we’ll critique our writing and compare to the model answer for fluency and control. Finally, there will be a quiz to recap on our learning. |