

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE WIDER CURRICULUM LINKS

**Academy curriculum intent: To provide EVERY student the opportunity to acquire academic excellence and those skills, qualities and experiences that develop well-rounded, successful and happy members of modern society.**

- A 5 Year curriculum design approach for most subjects providing a logically sequenced educational journey.
- We follow the full National Curriculum at Key Stage 3 (KS3) to give our students the broadest and best start to their secondary education.
- We believe in personalisation and choice, so we offer one of the broadest ranges of KS4 GCSE option subjects in the Borough.
- Students are encouraged, but not forced to take EBacc subjects, resulting in significantly more students choosing these subjects, compared to National average.
- Knowledge and skill acquisition are key.
- We have a 'Teach to the Top' mantra, where challenge is always present and differentiation ensures all students have the scaffolding and support to 'Access the Top'
- EVERY student has access to the full ambitious curriculum. We do not reduce, narrow or restrict the curriculum for any learners.
- We pride ourselves on an extremely rich 'wider curriculum' including extracurricular; electives; trips and visits; values; oracy to increase our students' 'Cultural Capital'
- We base our curriculum design and implementation on proven educational research methods.

## **Subject Curriculum Intent:**

**'Good books offer stimulus, escapism and reflection. They are windows and mirrors. Those who have the power- the gatekeepers of literature for children, those of us who commission, programme and buy books- must wield it, so that *all* our children have every opportunity to find themselves and others in their stories.'** Clader, D. 'Our Children Are Reading', Breaking New Ground 2021

The Wixams Academy English department want to share our passion for the power of the written and spoken word. We want to ensure that all students have that shared opportunity to access the 'wonderful world of words' and the individual liberty that can derive from expressing one's self. It is our desire to enable students to confidently form and articulate their own views about the human condition and the world that they are part of through written and spoken mediums. Alongside this, we strive to promote the responsibility that comes with that use of language; conveying the importance of accepting and respecting the differing views of others and the impact that our words can have on others.

Our curriculum content will act as the vehicle for these skills to be trialled and developed by all students. It is our hope that the content will introduce students to a diverse selection of texts, including fiction and non-fiction material (in a range of forms) from a variety of different cultures and social perspectives. The sequencing of this material will allow students to develop personal, reading, oral, analytical, evaluative and writing skills. It will also allow students time to enhance the quality of those skills over time with regular support from their teachers. Lagged homework will also be incorporated to assist students in remembering the content that they have previously explored and apply it in interleaved modules. In addition to this, we aim to build an understanding of how our rich British history is reflected in and has been shaped by literature. Alongside these materials we want to nurture an interest in private reading, creating a school culture where reading for pleasure is embedded as habit. More able learners will be further challenged to explore their reading material critically and recognise the importance of questioning the themes that they encounter in class and in small reading groups both in school and the wider local area.

Whilst sculpting focus on the more abstract elements of our subject we will not negate the crucial importance of practical skills and experience in English. Our team will endeavour to enable learners of all abilities to be functionally literate in order to prepare them for independence in the wider world and future employment. Where these skills are weak, we will put in place targeted and regular interventions to enhance confidence and skill as much as possible. Furthermore, students will experience extra-curricular activities and trips that will allow them cultural experiences and understanding of their wider society.

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	Year 7 INTRODUCE	Year 8 DEVELOP	Year 9 EMBED	Year 10 SECURE	Year 11 MASTER
Aim	Year 7 will introduce students to key terminology, concepts and core skills needed to have success in this subject. In English we develop confidence in previous reading skills, introducing inferences and analysis of language. We begin to apply writing skills to specific genres of writing. Oracy tasks are introduced to begin to build confidence in speaking publically.	Year 8 will develop the core skills introduced in year 7, placing greater emphasis on developing depth and understanding around key knowledge. In English we develop understanding of analysis by learning how to structure and detail it in written form. We also develop writing skills in fiction and non-fiction styles. In oracy, we develop the impact of spoken projects through the deliberate use of techniques and continue to develop confidence by applying speaking skills to group presentations.	Year 9 will embed key knowledge so that it is firmly fixed in the long term memory. In English we embed our understanding of analysis and explore the importance of explore writers' intentions and historical/social context. In writing, we return to embedded understanding techniques and genres to consider deliberate impact on readers through language and structure. Embedded oracy skills are extended by encouraging awareness of purpose and audience to drive selective spoken language choices.	Year 10 will secure knowledge so that it can be recalled, explored and built upon with ease. In English we begin to differentiate between the disciplines of Literature and Language, applying secure concepts to those subjects and learning how to adapt reading and writing within the conventions of those disciplines. We further oracy through securing ways to apply skills from previous years and considering how we further adapt physical delivery for ultimate impact.	Year 11 will demonstrate mastery in the subject knowledge, making connections with other topics/subjects and applying it to different contexts. We return to prior learning of genre, context and literature/language concepts and texts, refining the detail and style of verbal and written responses to offer thoughtful and developed reading and creative writing responses. We continue to refine and the delivery of spoken responses and planned spoken tasks to deliver ideas with confidence and explanation.
Unit 1	<p>The Hunger Games with Descriptive</p> <ul style="list-style-type: none"> <li>Baseline Assessment- teacher marked with students then returning to improve in DIRT time with new knowledge of skills</li> <li>Self-assessment and peer-assessment throughout</li> <li>Dystopia, SPAG and reading board homework</li> <li>Understanding of description is and word classes such as adjectives and adverbs that can be used in their writing.</li> <li>knowledge of simile, metaphor and personification are</li> <li>used to having opinions of texts and explaining reasons for those opinions</li> <li>knowledge of clauses and subordinate clauses in sentences, which allow manipulation of syntax to begin sentences with fronted adverbials</li> <li>used to generic literature terminology such as plot, character, writer, opening, ending and quotation.</li> <li>read easily, fluently and with good understanding</li> <li>develop the habit of reading widely and often, for both pleasure and information</li> <li>acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic</li> </ul>	<p>Hope Springs</p> <ul style="list-style-type: none"> <li>Live Mark</li> <li>Self-assessment and peer-assessment throughout</li> <li>lagged learning, SPAG, reading board homework</li> <li>understanding of PEA principles</li> <li>understands what is meant by key terms: character, stage direction, theme, dialogue, dramatic irony</li> <li>understands what is meant by annotation and how to make annotation notes</li> <li>knowledge of persuasive techniques</li> <li>read easily, fluently and with good understanding</li> <li>develop the habit of reading widely and often, for both pleasure and information</li> <li>acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> </ul>	<p>19<sup>th</sup> C. Extracts</p> <ul style="list-style-type: none"> <li>Live Mark</li> <li>Self-assessment and peer-assessment throughout</li> <li>lagged learning, SPAG, reading board homework</li> <li>Understanding of how to structure and phrase PEA</li> <li>Knowledge of characterisation</li> <li>Ability to understand and comment on key details in unseen texts</li> <li>read easily, fluently and with good understanding</li> <li>develop the habit of reading widely and often, for both pleasure and information</li> <li>acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>appreciate our rich and varied literary heritage</li> <li>write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>GCSE LITA01-AO4 and LANG AO1,2,4,5,6</li> </ul>	<p>Language Paper 1</p> <ul style="list-style-type: none"> <li>Mock Paper- Teacher Mark</li> <li>Self-assessment and peer-assessment throughout</li> <li>lagged learning, SPAG, reading board homework</li> <li>Range of descriptive and narrative techniques</li> <li>Knowledge of language terminology</li> <li>what a 'drop, zoom, shift, leave' structure is and how to use it</li> <li>how to annotate unseen texts</li> <li>what is required in evaluation answer</li> <li>what is meant by the term structure</li> <li>LANGAO1: identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts • LANGAO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • LANGAO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • LANGAO4: Evaluate texts critically and support this with appropriate textual references • LANGAO5: Communicate clearly, effectively and imaginatively,</li> </ul>	<p>Power and Conflict Poetry</p> <ul style="list-style-type: none"> <li>Live Mark</li> <li>Self-assessment and peer-assessment throughout</li> <li>Mock exam- November</li> <li>lagged learning, SPAG, reading board homework</li> <li>Knowledge of poetry terminology; imagery, figurative language, stanza, free verse, rhyme, ballad, monologue, imagery, personification, sensory description, metaphor, simile, rhyme, rhythm</li> <li>How to structure a CPEAPEA</li> <li>Knowledge of themes and contextual conventions of Victorian era</li> <li>What the 'Romantic' era was and that Lord Byron was a romantic poet</li> <li>How to annotate unseen poems</li> <li>LITA01: Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. • LITA02: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • LITA03: Show understanding of the relationships between texts and the contexts in</li> </ul>

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	<p>conventions for reading, writing and spoken language</p> <ul style="list-style-type: none"> <li>write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>British values- rule of law and individual liberty</li> </ul>	<ul style="list-style-type: none"> <li>PSHE- links with discussions around democracy and equality</li> <li>History- links to discussions around historical dictators</li> <li>Drama- terminology from Year 7 will include stage directions, split scene, body language</li> <li>Beds Police- gang culture and exploitation through discussions of Ringleader</li> <li>British Values- individual liberty and rule of law</li> </ul>	<ul style="list-style-type: none"> <li>Geography- problems of urbanising world</li> <li>History- British Empire and Industrial Revolution</li> <li>R.S- God and Science</li> <li>Beds Police- child crime exploitation</li> <li>British Values- democracy and welfare state</li> <li>PSHE- relationships, family and mental health</li> </ul>	<p>selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts • LANGAO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <ul style="list-style-type: none"> <li>Art- term 'foreground'</li> <li>British Values- tolerance and respect</li> <li>PSHE- diversity and identity</li> </ul>	<p>which they were written. • LITAO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. LANGAO1: • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts • LANGAO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • LANGAO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • LANGAO4: Evaluate texts critically and support this with appropriate textual references</p> <ul style="list-style-type: none"> <li>British Values- Democracy, Individual Liberty</li> <li>History- WW1 and WW2</li> <li>PSHE- mental health</li> </ul>
<b>Unit 1 end points</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Definition and tropes of dystopia</li> <li>Three types of dystopia; post-apocalyptic, totalitarian and futuristic/other-wordly</li> <li>Descriptive writing techniques; show, not tell, sensory description, rhetorical questions, repetition</li> <li>That ideas need to be justified with evidence</li> <li>What a protagonist is</li> <li>Definition of descriptive writing and narrative writing and the difference between the two</li> <li>Knowledge of persuasive techniques: DAFOREST</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Forming personal opinions of books</li> <li>Using inference to form opinions</li> <li>How to select relevant evidence to support ideas</li> <li>How to comment on textual evidence</li> <li>Applying language techniques to descriptive writing</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Subject terminology- tone, connotation, allegory, nature vs.nurture</li> <li>How to construct each section independently and how to add further detail to PEA writing</li> <li>How the characters of Sam and The Ringleader change during the course of the text</li> <li>How Hope Springs is presented vs. the reality of the setting</li> <li>That analysis means zooming in on key words/techniques and commenting on their effect</li> <li>What allegory means</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Forming personal opinions of characters and events</li> <li>Able to comment on specific words and techniques and explain their intended effect on the audience</li> <li>Making links between events in a story</li> <li>Using inference to form opinions</li> <li>How to select relevant evidence to support ideas</li> <li>Being able to construct a PEA with a more structured style</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Victorian attitudes to crime, education, poverty, marriage, science and the supernatural</li> <li>Key terminology: bildungsroman, inference, gothic, science fiction, social investigation</li> <li>How the industrial revolution altered British society and how those changes influenced literature of the time</li> <li>That analysis can be developed by discussing alternative interpretations of evidence</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>To be able to meaningfully apply contextual knowledge to enhance an interpretation</li> <li>To be able to comment on a writer's social aims and opinions</li> <li>To select language choices in creative writing to create deliberate impressions and craft an overall purpose to a piece of description</li> <li>How to annotate key passages and exam question extracts</li> <li>An ability to read and process meaning from 19<sup>th</sup> century language and syntax</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>The difference between language and literature</li> <li>How to offer detailed analysis of language through multiple interpretations and multiple pieces of evidence</li> <li>Structural terminology: circular narrative, recurrent focus, foreground, shift, flashback, narrative voice</li> <li>Before and now structure for narrative writing</li> <li>Drop, zoom, shift, leave structure for descriptive writing</li> <li>The skills and focus of each question in the exam</li> <li>Timings for exam questions</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Be able to write to describe/write a narrative, using language and structure for deliberate effect</li> <li>Be able to offer detailed and developed analysis of language and structure in a text</li> <li>To be able to create an overall structure to written answers,</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>The difference in structuring analytical paragraphs and those exploring inference</li> <li>How to construct a written summary comparison</li> <li>How to identify GAP in a transactional piece and select appropriate layouts, language and structure choices in accordance</li> <li>Typical features of writing to advise; anecdote, modal verbs, imperative verbs, emotive language</li> <li>The skills, focus and recommended timings for exam papers</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>How to approach decisions regarding time and ideas in the summer language exams</li> <li>Be able to offer developed/perceptive analysis of writer's methods</li> <li>Be able to create a piece of transactional writing, incorporating appropriate devices and forms</li> </ul>



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				<ul style="list-style-type: none"> <li>building an argument using discourse markers</li> <li>Developing confidence in ways to express ideas with confidence verbally, using Standard English and formal delivery</li> <li>Ability to plan independently</li> </ul>	<ul style="list-style-type: none"> <li>Developing confidence in ways to express ideas with confidence verbally, using Standard English and formal delivery</li> <li>Increased writing speed</li> <li>Ability to plan independently</li> </ul>
Unit 2	<p><b>The Hunger Games with Narrative Writing</b></p> <ul style="list-style-type: none"> <li>Teacher Marked</li> <li>Self-assessment and peer-assessment throughout</li> <li>lagged learning, SPAG, reading board homework</li> <li>Descriptive writing techniques; show, not tell, sensory description, rhetorical questions, repetition</li> <li>What descriptive writing is</li> <li>Knowledge of the text to that point including key events and characters</li> <li>read easily, fluently and with good understanding</li> <li>develop the habit of reading widely and often, for both pleasure and information</li> <li>acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>British Values- discussion of dictatorship and the importance of democracy/individual liberty</li> <li>Careers- awareness of business pitches and publishing</li> </ul>	<p><b>Language Study</b></p> <ul style="list-style-type: none"> <li>Teacher Marked</li> <li>Self-assessment and peer-assessment throughout</li> <li>Knowledge of descriptive and narrative techniques</li> <li>Used to explaining the effect of quotations from previous schemes</li> <li>Descriptive and narrative writing and features</li> <li>read easily, fluently and with good understanding</li> <li>develop the habit of reading widely and often, for both pleasure and information</li> <li>acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>Discussion of various careers in the social work, education and journalism sectors</li> <li>Media- Exploration on the impact of 'fake' news and how reports are manipulated</li> <li>RS and PSHE- morality</li> </ul>	<p><b>Our Day Out</b></p> <ul style="list-style-type: none"> <li>Teacher Marked</li> <li>Self-assessment and peer-assessment throughout</li> <li>lagged learning, SPAG, reading board homework</li> <li>To be able to meaningfully apply contextual knowledge to enhance an interpretation</li> <li>To be able to comment on a writer's social aims and opinions</li> <li>To select language choices in creative writing to create deliberate impressions and craft an overall purpose to a piece of description</li> <li>How to annotate key passages and exam question extracts</li> <li>What 'nature vs nurture' means</li> <li>read easily, fluently and with good understanding</li> <li>develop the habit of reading widely and often, for both pleasure and information</li> <li>acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>GCSE LITAO1-AO4 and LANG AO1,2,4,5,6</li> <li>British Values- individual liberty</li> <li>PSHE- relationships and family</li> <li>Drama terminology</li> </ul>	<p><b>A Christmas Carol</b></p> <ul style="list-style-type: none"> <li>Mock Paper Question- Teacher Mark</li> <li>Self-assessment and peer-assessment throughout</li> <li>lagged learning, SPAG, reading board homework</li> <li>Victorian attitudes to crime, education, poverty, marriage and the supernatural</li> <li>Key terminology: bildungsroman, inference, analysis, gothic, social investigation</li> <li>How the industrial revolution altered British society and how those changes influenced literature of the time</li> <li>That analysis can be developed by discussing alternative interpretations of evidence</li> <li>How to analyse language and structural choices</li> <li>How to construct a written analysis paragraph</li> <li>How to annotate extracts</li> <li>What is meant by the term allegory</li> </ul> <p>LITAO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p>LITAO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>LITAO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>LITAO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <ul style="list-style-type: none"> <li>Geography- problems of urbanising world</li> </ul>	<p><b>Unseen Poetry</b></p> <ul style="list-style-type: none"> <li>Mock Paper Question- Teacher Mark</li> <li>Self-assessment and peer-assessment throughout</li> <li>lagged learning, SPAG, reading board homework</li> <li>Knowledge of poetry terminology; imagery, figurative language, stanza, free verse, rhyme, ballad, monologue, imagery, personification, sensory description, metaphor, simile, rhyme, rhythm</li> <li>How to structure a CPEAPEA</li> <li>How to annotate unseen poems</li> </ul> <p>LITAO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p>LITAO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>LITAO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>LITAO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>LANGAO1: identify and interpret explicit and implicit information and ideas</p> <ul style="list-style-type: none"> <li>select and synthesise evidence from different texts</li> </ul> <p>LANGAO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>LANGAO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two</p>

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**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

				<ul style="list-style-type: none"> <li>• History- British Empire and Industrial Revolution</li> <li>• British Values- democracy and welfare state</li> <li>• RS- Christianity</li> <li>• PSHE- relationships, family and love</li> <li>• British Value- individual liberty and tolerance</li> <li>• Science- term 'catalyst'</li> </ul>	<p>or more texts • LANGAO4: Evaluate texts critically and support this with appropriate textual references</p> <ul style="list-style-type: none"> <li>• Music terminology</li> <li>• PSHE- Relationships, family and identity</li> </ul>
<p><b>Unit 2 knowledge end points</b></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Definition of narrative writing</li> <li>• Difference between narrative and descriptive writing</li> <li>• Knowledge that description is a feature of narrative</li> <li>• Propp's character archetypes</li> <li>• Steps of the publishing process</li> <li>• Typical techniques used to build tension</li> <li>• What a back story is</li> <li>• knowledge of key themes and characters in the novel (including Katniss, Peter, Effie, Haymitch, bravery, family and power)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• To be able to make links in a narrative</li> <li>• To summarise key information</li> <li>• To be to create a fluid and clear narrative</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• That the order of events in a narrative can impact a reader's opinion of characters and events</li> <li>• subject terminology- inference, analysis, evaluation, narrative, symbolism, extended metaphor,</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Form and express confident opinions of a text</li> <li>• Develop oracy skills to formally express views in a debate</li> <li>• begin to form evaluative interpretations</li> <li>• comment on the structure of a text</li> <li>• comment on similarities or differences between texts</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• conventional themes of Willy Russell plays</li> <li>• understanding of issues of class, poverty, unemployment and education in Liverpool at the time of Willy Russell's writing</li> <li>• knowledge of the plot events</li> <li>• knowledge of key characters and quotations; Mr Briggs, Carol, Linda, Riley, Mrs Kay</li> <li>• knowledge of key themes; poverty, class, education, nature vs. nurture</li> <li>• understanding that Mrs Kay and Mr Briggs represent two attitudes towards children and education</li> <li>• revision of imagery and animal imagery</li> <li>• what denotation is and how it differs from connotation</li> <li>• what multiple interpretation is and that it needs to be in developed PEAs</li> <li>• what an introduction and conclusion are and how to include them in an answer</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• form and express confident opinions of a text, using multiple pieces of evidence</li> <li>• be able to give multiple interpretations of a piece of evidence</li> <li>• be able to comment on writer's wider intentions, using context meaningfully</li> <li>• to express how characters change over the course of a text and why this is important</li> <li>• be able to structure a response with a whole answer structure</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Charles Dickens' intentions for the novel in its social context</li> <li>• Knowledge of key characters, how they are presented and whether they remain the same or change: Scrooge, Marley, Bob, Tiny Tim, three ghosts, Fred</li> <li>• Knowledge of how key themes are presented and events that link to them: supernatural, poverty, class, gender, love, regret</li> <li>• Knowledge of key quotations from the play</li> <li>• Knowledge of key plot events</li> <li>• How Scrooge changes over time and why that is relevant to the text</li> <li>• That Ignorance and Want are allegorical</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Be able to read and comprehend 19<sup>th</sup> century language and syntax with confidence</li> <li>• Be able to read, comprehend, infer and analyse meaning in a text with growing confidence and independence</li> <li>• To be able to construct whole answers that contain developed and detailed ideas</li> <li>• Be able to comment on the relevance of plot events and characters and the links between them</li> <li>• Developing confidence in ways to express ideas with confidence verbally, using Standard English and formal delivery</li> <li>• Ability to plan independently</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• How to construct an exam style poetry analysis</li> <li>• How to analyse structure meaningfully and incorporate it into a written analysis</li> <li>• Key terminology; plives</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Developing confidence in ways to express ideas with confidence verbally, using Standard English and formal delivery</li> <li>• Ability to annotate unseen poems from a range of genres and writers, creating their own interpretation and selecting evidence to support it</li> <li>• Ways to write detailed and convincing analysis, focusing on both language and structure</li> <li>• How to embed key terminology into sentence structure more fluidly</li> <li>• Increased writing speed</li> <li>• Ability to plan independently</li> </ul>

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE **WIDER CURRICULUM LINKS**

<p><b>Unit 3</b></p>	<p><b>White Poppies</b></p> <ul style="list-style-type: none"> <li>• Live Mark</li> <li>• Self-assessment and peer-assessment throughout</li> <li>• lagged learning, SPAG, reading board homework</li> <li>• Familiar with layout play scripts from KS2</li> <li>• Used to forming opinions of texts and justifying with evidence</li> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• May have some knowledge of WW1 from some feeder school SoL</li> <li>• KS2 curriculum promoted discussing favourite words</li> <li>• PSHE relationships</li> <li>• History WW1</li> <li>• Drama-dialogue and split stage</li> </ul>	<p><b>Poetry- Character and Place</b></p> <ul style="list-style-type: none"> <li>• Teacher Marked</li> <li>• Self-assessment and peer-assessment throughout</li> <li>• lagged learning, SPAG, reading board homework</li> <li>• What PEA stands for</li> <li>• What should be included in each section of a PEA</li> <li>• What is meant by the terms culture, social class and diversity</li> <li>• Knowledge of poetry terminology; imagery, figurative language, stanza, free verse, rhyme</li> <li>• Descriptive writing techniques</li> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• appreciate our rich and varied literary heritage</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> <li>• PSHE- mental health and relationships</li> <li>• British Values- individual liberty, respect and tolerance</li> <li>• Music- terminology of ballad</li> </ul>	<p><b>Poetry- 'Towards A World Unknown'</b></p> <ul style="list-style-type: none"> <li>• Live Mark</li> <li>• Self-assessment and peer-assessment throughout</li> <li>• lagged learning, SPAG, reading board homework</li> <li>• Knowledge of poetry terminology; imagery, figurative language, stanza, free verse, rhyme, ballad, monologue, imagery, personification, sensory description, metaphor, simile, rhyme, rhythm</li> <li>• How to structure a CPEAPEA</li> <li>• Knowledge of themes and contextual conventions of Victorian era</li> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• appreciate our rich and varied literary heritage</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• GCSE LITAO1-AO4 and LANG AO1-AO6</li> <li>• Music- rhythm terminology</li> <li>• PSHE- Relationships, mental health and family</li> <li>• History- Tudor Monarchs</li> </ul>	<p><b>Macbeth</b></p> <ul style="list-style-type: none"> <li>• Mock Paper Question- Teacher Mark</li> <li>• Self-assessment and peer-assessment throughout</li> <li>• lagged learning, SPAG, reading board homework</li> <li>• contemporary expectations of engagements and marriage</li> <li>• key terms: patriarchy, unrequited love, Shakespearean comedy, supernatural</li> <li>• What Shakespearean tragedy is</li> <li>• contemporary expectations of gender, family and social class</li> <li>• key terms: soliloquy, monologue</li> <li>• understanding that positioning on stage impacts audience interpretation</li> <li>• range of key language terminology</li> <li>• ability to read and explore unseen texts</li> <li>• descriptive writing techniques and conventions</li> <li>• what is required of an evaluation answer</li> <li>• knowledge of plot and characters from Romeo and Juliet</li> <li>• persuasive writing techniques</li> </ul> <p>LITAO1: Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. • LITAO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • LITAO3: Show understanding of the relationships between texts and the contexts in which they were written. • LITAO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <ul style="list-style-type: none"> <li>• RS- Christianity and supernatural</li> <li>• PSHE- relationships, family and mental health</li> <li>• British Value- democracy, rule of law</li> <li>• Science- term 'catalyst'</li> <li>• History- Tudor and Stuart</li> </ul>	<p><b>Blood Brothers Revision</b></p> <ul style="list-style-type: none"> <li>• Mock Paper Question- Teacher Mark</li> <li>• Self-assessment and peer-assessment throughout</li> <li>• lagged learning, SPAG, reading board homework</li> <li>• LITAO1: Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. • LITAO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • LITAO3: Show understanding of the relationships between texts and the contexts in which they were written. • LITAO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. LANGAO1: • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts • LANGAO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • LANGAO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • LANGAO4: Evaluate texts critically and support this with appropriate textual references</li> <li>• PSHE- relationships, family and mental health, gender and morality</li> <li>• British Value- individual liberty and role of welfare state</li> </ul>
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# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

					<ul style="list-style-type: none"> <li>Science- term 'catalyst'</li> <li>Drama- Blood Brothers GCSE unit</li> </ul>
<b>Unit 3 knowledge end points</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>What PEA stands for</li> <li>What should be included in each section of a PEA</li> <li>Analysis steps- 'which', 'what', 'how' and 'why'</li> <li>Historical context- WW1 trench conditions, conventions of traditional relationships and expectations, recruitment in war, knowledge of conditions and purpose of WW1 tunneling</li> <li>Dramatic text conventions: dramatic irony, stage direction, split staging</li> <li>Understanding that historical and social context impact writer choices</li> <li>knowledge of key themes and characters in the play (including Tom, Jenny, Matt, Will, love and bravery)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>To be able to explain why evidence shows ideas</li> <li>How to annotate quotations</li> <li>To be able to find language techniques in a text</li> <li>To be able to identify and comment on words and techniques that create impressions for the audience</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Key terms- ballad, monologue, imagery</li> <li>What the clown punk movement was and how it influenced literature and culture</li> <li>Definitions of 'conform' and 'subvert'</li> <li>How to structure written comparison and what CPEAPEA is</li> <li>What is meant by the term 'persecution'</li> <li>How context can alter readings of poems</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Be able to offer detailed opinions of poems, using multiple pieces of evidence to support their ideas</li> <li>Construct written comparisons of the use of language or the portrayal of themes in poems</li> <li>Developed ability to find and comment on linguistic and structural techniques in poems</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>What the 'Romantic' era was and that Lord Byron was a romantic poet</li> <li>What sensationalism is and how sensationalism is conveyed in media</li> <li>What is meant by the term 'treason' and how it was perceived in Tudor England</li> <li>What is meant by the term 'rule of law' and their opinions of its significance</li> <li>Lagged learning revision of broadsheet news article layout and conventions of the document</li> <li>Lagged learning revision of use of spoken language conventions and Standard English in oration of views</li> <li>What free verse is</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Be able to offer detailed opinions of poems, using multiple pieces of evidence to support their ideas and multiple interpretations of evidence</li> <li>Be able to analyse unseen texts, using precise subject terminology</li> <li>Be able to apply social and historical context to a poetry analysis to deepen interpretation</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Knowledge of key characters, how they are presented and whether they remain the same or change: Macbeth, Lady Macbeth, Banquo, Macduff, Duncan, The Witches</li> <li>Knowledge of how key themes are presented and events that link to them: supernatural, masculinity, women, power, guilt, bravery,</li> <li>Knowledge of key quotations from the play</li> <li>Knowledge of key plot events</li> <li>Understanding of how Macbeth and Lady Macbeth change and why it is crucial to the plot</li> <li>Understanding of how the Witches act as a plot catalyst</li> <li>What is meant by the contextual terms: chain of being, divine right of kings, regicide, treason, uprising and hung drawn and quartered</li> <li>What is meant by the term tragic hero and foil and how they appear in the play</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Developing confidence in ways to express ideas with confidence verbally, using Standard English and formal delivery</li> <li>How to embed contextual information in PEA paragraphs to ensure it is fully explained</li> <li>Be able to read, comprehend, infer and analyse meaning in a text with growing confidence and independence</li> <li>To be able to construct whole answers that contain developed and detailed ideas</li> <li>Be able to comment on the relevance of plot events and characters and the links between them</li> <li>Ability to plan independently</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Secure knowledge of characters, themes and plots from previous unit</li> <li>How Sammy represents negative restraints of stereotypical masculinity</li> <li>What a thesis is and how to incorporate one into literature answers to improve writing style</li> <li>How to plan an effective exam answer</li> <li>How to incorporate minor characters into arguments to make answers more perceptive</li> <li>Key literature terminology revision and the emphasis that language terminology is not needed as heavily in literature answers</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Ability to plan a more fluid and structured literature response</li> <li>How to generate and select some perceptive ideas to improve marks</li> <li>Ability to recall and comment upon the significance of key quotations from prior learning</li> <li>Revision of how to construct language answers and comparison through lesson tasks with literature text foci</li> <li>Increased writing speed</li> <li>Ability to plan independently and critically</li> </ul>

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

<p><b>Unit 4</b></p>	<p><b>Poetry From Different Cultures</b></p> <ul style="list-style-type: none"> <li>• Teacher Marked</li> <li>• Self-assessment and peer-assessment throughout</li> <li>• lagged learning, SPAG, reading board homework</li> <li>• Knowledge of PEA steps from previous unit</li> <li>• Understanding of word types and key language techniques from previous units</li> <li>• Understanding that social and historical context can impact writer choices</li> <li>• Beginning knowledge of how to annotate</li> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> <li>• Possible entry to 'Busta Ryhme' or 'Poetry by Heart' competition</li> <li>• Child Crime Exploitation- Gang Crime/Knife Crime</li> <li>• music-rhythm and beat</li> <li>• PSHE diversity and identity</li> <li>• British Values- tolerance and respect</li> </ul>	<p><b>Transactional Writing</b></p> <ul style="list-style-type: none"> <li>• Live Mark</li> <li>• Self-assessment and peer-assessment throughout</li> <li>• lagged learning, SPAG, reading board homework</li> <li>• Knowledge of persuasive techniques</li> <li>• The purpose or writing to persuade and writing to argue</li> <li>• how to express opinions of texts/ideas and use evidence to support them</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• PSHE and Citizenship- social behaviours, morality</li> <li>• Local community foci and events</li> <li>• I.T and Media- presentation and I.T skills</li> </ul>	<p><b>'Voices' Multimedia Study</b></p> <ul style="list-style-type: none"> <li>• Teacher Marked</li> <li>• Self-assessment and peer-assessment throughout</li> <li>• lagged learning, SPAG, reading board homework</li> <li>• form and express confident opinions of a text, using multiple pieces of evidence</li> <li>• be able to give multiple interpretations of a piece of evidence</li> <li>• be able to comment on writer's wider intentions, using context meaningfully</li> <li>• to express how characters change over the course of a text and why this is important</li> <li>• be able to structure a response with a whole answer structure</li> <li>• conventions of an opinion speech</li> <li>• key language terminology and literature terminology for analysis</li> <li>• confident knowledge of PEA components and phrases</li> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• appreciate our rich and varied literary heritage</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</li> </ul>	<p><b>Blood Brothers</b></p> <ul style="list-style-type: none"> <li>• Live Mark</li> <li>• Self-assessment and peer-assessment throughout</li> <li>• lagged learning, SPAG, reading board homework</li> <li>• conventional themes and concerns of Willy Russell plays</li> <li>• understanding of issues of class, poverty, unemployment and education in Liverpool at the time of Willy Russell's writing</li> <li>• what denotation is and how it differs from connotation</li> <li>• what multiple interpretation is and that it needs to be in developed PEAs</li> <li>• what an introduction and conclusion are and how to include them in an answer</li> <li>• how to construct detailed PEA paragraphs</li> <li>• be able to comment on writer's wider intentions, using context meaningfully</li> <li>• to express how characters change over the course of a text and why this is important</li> <li>• be able to structure a response with a whole answer structure</li> <li>• what a foil is</li> </ul> <p>LITAO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p>LITAO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>LITAO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>LITAO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <ul style="list-style-type: none"> <li>• PSHE- relationships, family and mental health, gender and morality</li> <li>• British Value- individual liberty and role of welfare state</li> </ul>	<p><b>ACC and Macbeth Revision</b></p> <ul style="list-style-type: none"> <li>• Live Mark</li> <li>• Self-assessment and peer-assessment throughout</li> <li>• lagged learning, SPAG, reading board homework</li> <li>• Knowledge of key characters, how they are presented and whether they remain the same or change: Macbeth, Lady Macbeth, Banquo, Macduff, Duncan, The Witches</li> <li>• Knowledge of how key themes are presented and events that link to them: supernatural, masculinity, women, power, guilt, bravery,</li> <li>• Knowledge of key quotations from the play</li> <li>• Knowledge of key plot events</li> <li>• Understanding of how Macbeth and Lady Macbeth change and why it is crucial to the plot</li> <li>• Understanding of how the Witches act as a plot catalyst</li> <li>• What is meant by the contextual terms: chain of being, divine right of kings, regicide, treason, uprising and hung drawn and quartered</li> <li>• What is meant by the term tragic hero and foil and how they appear in the play</li> <li>• Charles Dickens' intentions for the novel in its social context</li> <li>• Knowledge of key characters, how they are presented and whether they remain the same or change: Scrooge, Marley, Bob, Tiny Tim, three ghosts, Fred</li> <li>• Knowledge of how key themes are presented and events that link to them: supernatural, poverty, class, gender, love, regret</li> <li>• Knowledge of key quotations from the play</li> <li>• Knowledge of key plot events</li> <li>• How Scrooge changes over time and why that is relevant to the text</li> <li>• That Ignorance and Want are allegorical</li> </ul> <p>LITAO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use</li> </ul>
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KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE **WIDER CURRICULUM LINKS**

			<ul style="list-style-type: none"> <li>GCSE LITA01-AO4 and LANG AO1,2,3,4,5,6,8,9</li> <li>British Values- tolerance and respect</li> <li>History- Civil Rights, WW2 and Holocaust</li> <li>I.T/PSHE- Online safety and grooming</li> <li>Beds Police- Knife crime and gang violence</li> <li>PSHE- diversity and identity</li> <li>Careers- jobs in publishing industry</li> </ul>	<ul style="list-style-type: none"> <li>Science- term 'catalyst'</li> <li>Drama- Blood Brothers GCSE unit</li> </ul>	<p>textual references, including quotations, to support and illustrate interpretations.</p> <ul style="list-style-type: none"> <li>LITAO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>LITAO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>LITAO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p>LANGAO1: • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts • LANGAO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • LANGAO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • LANGAO4: Evaluate texts critically and support this with appropriate textual references</p> <ul style="list-style-type: none"> <li>RS- Christianity and supernatural</li> <li>PSHE- relationships, family and mental health</li> <li>British Value- democracy, rule of law</li> <li>Science- term 'catalyst'</li> <li>History- Tudor and Stuart</li> <li>Geography- problems of urbanising world</li> <li>History- British Empire and Industrial Revolution</li> <li>British Values- democracy and welfare state</li> <li>RS- Christianity</li> <li>PSHE- relationships, family and love</li> <li>British Value- individual liberty and tolerance</li> <li>Science- term 'catalyst'</li> </ul>
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KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

<p><b>Unit 4 knowledge end points</b></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• What PEA stands for</li> <li>• What should be included in each section of a PEA</li> <li>• What is meant by the terms culture, social class and diversity</li> <li>• Knowledge of poetry terminology; imagery, figurative language, stanza, free verse, rhyme,</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• To create a personal response to unseen texts and use evidence to support ideas</li> <li>• To be able articulate opinions about their own identity and culture with confidence</li> <li>• To respectfully respond to the ideas of others, understanding</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Developed knowledge or persuasive/opinion linguistic features and when to use them for impact</li> <li>• Techniques that can be used to physically improve the delivery of a speech</li> <li>• Phrases that can be used to extend group discussion</li> <li>• Advice writing techniques- modal verbs, pronouns, reassurance, imperatives, solutions</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Students will be able to confidently write to argue, persuade and advise, adapting the style of their writing to the purpose of the task</li> <li>• Students will be able to hold sustained group discussion in which they develop the ideas of themselves and others</li> <li>• Students will be able to deliver a presentation, using language and physical gestures for deliberate effect</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Knowledge of own goals for themselves in English sessions for the rest of this year</li> <li>• Titles of new YA fiction that they could use as private reading material that will begin to challenge them more</li> <li>• Understanding of the term 'racial segregation' and how literature depicts social attitudes to race over time</li> <li>• Knowledge of how language is used to manipulate and to exploit young people-crime and online</li> <li>• Understanding of the terms; feminism and ASD</li> <li>• Knowledge of a publishing process, careers within publishing and that writers' choices are always deliberate</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Ability to analyse in more detail, by zooming in on multiple parts of quotations</li> <li>• Ability to confidently analyse fiction and non-fiction with fewer support structures</li> <li>• Ability to express confident opinions about current social concerns, exploring and responding to the views of others with deliberately respectful language choices</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Knowledge of key characters, how they are presented and whether they remain the same or change: Mrs Johnstone, Mickey, Sammy, Linda, Mrs Lyons, Mr Lyons, Eddie</li> <li>• Knowledge of how key themes are presented and events that link to them: class, education, nature vs. nurture, violence, fate, family, gender, superstition</li> <li>• Knowledge of key quotations from the novel</li> <li>• That Mrs Lyon is Mrs Johnstone's foil</li> <li>• Purpose of the prologue in the play</li> <li>• What the toxteth riots were</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Developing confidence in ways to express ideas with confidence verbally, using Standard English and formal delivery</li> <li>• Be able to read, comprehend, infer and analyse meaning in a text with growing confidence and independence</li> <li>• To be able to construct whole answers that contain developed and detailed ideas</li> <li>• Be able to comment on the relevance of plot events and characters and the links between them</li> <li>• Ability to plan independently</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Secure knowledge of characters, themes and plots from previous units</li> <li>• Revision of what a thesis is and how to incorporate one into literature answers to improve writing style</li> <li>• How to construct an effect conclusion/closing argument</li> <li>• How to incorporate minor characters into arguments to make answers more perceptive</li> <li>• Key literature terminology revision and the emphasis that language terminology is not needed as heavily in literature answers</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Ability to plan a more fluid and structured literature response</li> <li>• How to generate and select some perceptive ideas to improve marks</li> <li>• Ability to recall and comment upon the significance of key quotations from prior learning</li> <li>• Revision of how to construct language answers and comparison through lesson tasks with literature text foci</li> <li>• Increased writing speed</li> <li>• Ability to plan independently and critically</li> </ul>
<p><b>Unit 5</b></p>	<p><b>Romeo and Juliet</b> (RSC Partnership Strategy Focus)</p> <ul style="list-style-type: none"> <li>• <b>Teacher Mark and Live Mark- Oracy</b></li> <li>• <b>Self-assessment and peer-assessment throughout</b></li> <li>• <b>lagged learning, SPAG, reading board homework</b></li> <li>• Knowledge of PEA steps from previous units</li> <li>• Understanding of word types and key language techniques from previous units</li> <li>• Understanding that social and historical context can impact writer choices</li> </ul>	<p><b>A Midsummer Night's Dream</b> (RSC Partnership Strategy Focus)</p> <ul style="list-style-type: none"> <li>• <b>Teacher Mark and Live Mark- Oracy</b></li> <li>• <b>Self-assessment and peer-assessment throughout</b></li> <li>• <b>lagged learning, SPAG, reading board homework</b></li> <li>• What analysis is and how to comment on the effect of words and techniques in a script</li> <li>• What Shakespearean tragedy is</li> <li>• contemporary expectations of gender, family and social class</li> <li>• key terms: soliloquy, monologue</li> <li>• understanding that positioning on stage impacts audience interpretation</li> <li>• <b>knowledge of comparison</b></li> </ul>	<p><b>Gender in Shakespeare</b> (RSC Partnership Strategy Focus)</p> <ul style="list-style-type: none"> <li>• <b>Live Mark</b></li> <li>• <b>Self-assessment and peer-assessment throughout</b></li> <li>• <b>lagged learning, SPAG, reading board homework</b></li> <li>• What Shakespearean comedy is</li> <li>• contemporary expectations of engagements and marriage and knowledge</li> <li>• key terms: patriarchy, unrequited love, Shakespearean comedy, supernatural</li> <li>• What Shakespearean tragedy is</li> <li>• contemporary expectations of gender, family and social class</li> <li>• <b>key terms: soliloquy, monologue</b></li> </ul>	<p><b>Spoken Language Task</b></p> <ul style="list-style-type: none"> <li>• <b>AQA Oracy Assessment-Teacher Marked</b></li> <li>• <b>lagged learning, SPAG, reading board homework</b></li> <li>• <b>Developed knowledge or persuasive/opinion linguistic features and when to use them for impact</b></li> <li>• Ways to structure a speech for deliberate impact</li> <li>• Ways to consciously use gestures and eye contact to enhance impact of speech</li> <li>• Ways to alter syntax for ultimate impact in expression</li> </ul>	<p><b>Language Paper 1</b></p> <ul style="list-style-type: none"> <li>• <b>Live Mark</b></li> <li>• <b>Self-assessment and peer-assessment throughout</b></li> <li>• <b>lagged learning, SPAG, reading board homework</b></li> <li>• <b>The difference between language and literature</b></li> <li>• <b>How to offer detailed analysis of language through multiple interpretations and multiple pieces of evidence</b></li> <li>• <b>Structural terminology: circular narrative, recurrent focus, foreground, shift, flashback, narrative voice</b></li> </ul>

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE **WIDER CURRICULUM LINKS**

	<ul style="list-style-type: none"> <li>• Knowledge of play script conventions from a <i>White Poppies</i> and KS2 learning</li> <li>• Knowledge of the term ‘dramatic irony’</li> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• appreciate our rich and varied literary heritage</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> <li>• RS- Christianity</li> <li>• History – Tudors</li> <li>• PSHE- relationships</li> <li>• Beds Police- knife crime and gang violence</li> <li>• Drama- staging, stage directions, scene, levels, upstage, physical performance skills, workshop style activities to be utilised and explored</li> <li>• Dance- West Side Story</li> </ul>	<ul style="list-style-type: none"> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• appreciate our rich and varied literary heritage</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> <li>• History – Tudors</li> <li>• RE – Christianity</li> <li>• PSHE- healthy relationships (romantic and friendship)</li> <li>• Drama – workshop style activities to be utilised and explored</li> <li>• British values- the importance of individual liberty</li> <li>• Careers- RSC Talk-jobs in theatre companies- performance, construction, art and design, marketing and admin</li> </ul>	<ul style="list-style-type: none"> <li>• understanding that positioning on stage impacts audience interpretation</li> <li>• range of key language terminology</li> <li>• ability to read and explore unseen texts</li> <li>• descriptive writing techniques and conventions</li> <li>• what is required of an evaluation answer</li> <li>• knowledge of plot and characters from <i>Romeo and Juliet</i></li> <li>• persuasive writing techniques</li> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• appreciate our rich and varied literary heritage</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</li> <li>• GCSE LIT AO1-4 and LANG AO1,2,3,4,5,6,8,9</li> <li>• History – Tudors and Stuarts</li> <li>• RE – Christianity</li> <li>• PSHE- healthy relationships (romantic and friendship)</li> <li>• Drama – workshop style activities to be utilised and explored</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of how to structure a speech in order to give convincing detail and deliberately craft engagement</li> <li>• Present to an audience with clarity and using physical gestures for engagement</li> <li>• To be able to create an intended effect upon an audience through use of language</li> <li>• To be able to use evidence and examples to illustrate points of view, using impressive and formal vocabulary choices</li> </ul> <p>LANGAO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <ul style="list-style-type: none"> <li>• LANGAO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> <li>• LANGAO7: Demonstrate presentation skills in a formal setting</li> <li>• LANGAO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</li> <li>• LANGAO9: Use spoken Standard English effectively in speeches and presentations.</li> <li>• Business and Careers- presentation skills</li> <li>• PSHE- identity and self</li> </ul>	<ul style="list-style-type: none"> <li>• Before and now structure for narrative writing</li> <li>• Drop, zoom, shift, leave structure for descriptive writing</li> <li>• The skills and focus of each question in the exam</li> <li>• Timings for exam questions</li> <li>• Be able to write to describe/write a narrative, using language and structure for deliberate effect</li> <li>• LANGAO1: • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts</li> <li>• LANGAO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>• LANGAO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>• LANGAO4: Evaluate texts critically and support this with appropriate textual references</li> <li>• LANGAO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• LANGAO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> <li>• Art- term ‘foreground’</li> <li>• British Values- tolerance and respect</li> <li>• PSHE- diversity and identity</li> </ul>
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**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

<p><b>Unit 5 knowledge end points</b></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>What Shakespearean tragedy is</li> <li>contemporary expectations of gender, family and social class</li> <li>key terms: soliloquy, monologue</li> <li>understanding that positioning on stage impacts audience interpretation</li> <li>knowledge of key themes and characters in the play (including Romeo, Juliet, Tybalt, family, love and gender)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>developed confidence of understanding Shakespearean language</li> <li>To be able articulate opinions about characters and events, using context to consider why things appear in that way</li> <li>To work collaboratively with other students</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>What Shakespearean comedy is</li> <li>contemporary expectations of engagements and marriage and knowledge female behaviour expectations</li> <li>key terms: patriarchy, unrequited love, Shakespearean comedy, supernatural</li> <li>knowledge of key themes and characters in the play (including Helena, Hermia, Puck, Titania, Oberon and Bottom)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>developed ability to apply context to develop explanation</li> <li>ability to compare characters in a text</li> <li>begin to comment on writer's intentions for the overall impact of a text</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>plot of a several Shakespeare plays; 'The Taming of the Shrew', 'Hamlet' and 'The Tempest'</li> <li>what is meant by the term 'problem play' when discussing Shakespeare's work</li> <li>knowledge and opinions of key characters; Kate, Petruchio, Hamlet, Miranda, Mercutio</li> <li>what a 'drop, zoom, shift, leave' structure is and how to use it</li> <li>knowledge of how violent masculinity is presented in Romeo and Juliet and how it is shown in the battle between two houses</li> <li>that different attitudes towards masculinity are presented through Mercutio and Tybalt</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Be able to use a deliberate structure for impact in descriptive writing tasks (particularly for those focused on landscapes)</li> <li>Be able to offer detailed and convincing interpretations of writers' choices and characters, using multiple pieces of evidence</li> <li>Give consistently detailed PEA responses with varying sentence openings</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Structural techniques that can be used for instant engagement</li> <li>How to vary voice and tone to impact delivery</li> <li>How to access reliable sources for independent research purposes</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Write a developed and detailed argument, using linguistic techniques and structure for deliberate impact</li> <li>Be able to give their final presentation for the Spoken Language unit, using linguistic devices, vocabulary choices, physical gestures and voice pitch/tone for deliberate effect, expressed a clear and evidence opinion on a topic</li> <li>Ability to plan independently</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Revision of prior learning for questions styles</li> <li>Lagged learning revision of key language terminology</li> <li>Tips given on how to tweak and improve sophistication of creative writing pieces</li> <li>Range of new vocabulary/synonyms for high frequency descriptive words</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Ability to write and plan to a consistent level across the range of questions in styles</li> <li>Ability to annotate extracts with developed confidence</li> <li>Increased writing speed</li> <li>Awareness of alternative strategies in exams if writing time or ideas are not as available as originally planned</li> <li>Ability to plan independently and critically</li> </ul>
<p><b>Unit 6</b></p>			<p><b>Writing to Argue with Spoken Language Task</b></p> <ul style="list-style-type: none"> <li>Live Mark- Oracy presentation</li> <li>Self-assessment and peer-assessment throughout</li> <li>lagged learning, SPAG, reading board homework</li> <li>Exposure to a number of speeches in previous Language units, including 'Voices'</li> <li>Developed knowledge or persuasive/opinion linguistic features and when to use them for impact</li> <li>Techniques that can be used to physically improve the delivery of a speech</li> <li>Phrases that can be used to extend group discussion</li> <li>read easily, fluently and with good understanding</li> </ul>	<p><b>Language Paper 2</b></p> <ul style="list-style-type: none"> <li>Mock Paper- Teacher Mark</li> <li>Self-assessment and peer-assessment throughout</li> <li>lagged learning, SPAG, reading board homework</li> <li>Knowledge of key command words in language and how to adapt answers to those styles</li> <li>Understanding of requirements for general analysis answers and creative writing answers</li> <li>Knowledge of non-fiction writing styles and techniques</li> <li>Difference between language and literature</li> <li>LANGAO1: • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from</li> </ul>	<p><b>Interleaved Revision Lessons</b></p> <p>Peer-assessment, self assessment and 1:1 teacher feedback</p> <p>lagged learning, SPAG, reading board homework</p> <p>All prior learning from all other units across Years 10-11</p> <p>LANG AO1-6 and LIT AO1-4</p>

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**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

			<ul style="list-style-type: none"> <li>acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</li> <li>LIT AO1-4 and LANG AO5,6,7,8,9</li> <li>Business- presentation skills</li> <li>Drama- performance techniques</li> <li>Careers- presentation and oracy skills</li> </ul>	<p>different texts • LANGAO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • LANGAO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts • LANGAO4: Evaluate texts critically and support this with appropriate textual references • LANGAO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts • LANGAO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <ul style="list-style-type: none"> <li>History- Civil Rights, WW2 and Holocaust, Suffragettes</li> <li>Geography- Forests Under Threat</li> <li>British Values- Tolerance and Diversity</li> </ul>	
<p><b>Unit 6 knowledge end points</b></p>	<ul style="list-style-type: none"> <li></li> </ul>		<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Ways to structure a speech for deliberate impact</li> <li>Ways to consciously use gestures and eye contact to enhance impact of speech</li> <li>Ways to alter syntax for ultimate impact in expression</li> <li>Knowledge of how to structure a speech in order to give conving detail and deliverately craft engagement</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Present to an audience with clarity and using physical gestures for engagement</li> <li>To be able to create an intended effect upon an audience through use of language</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>The difference in structuring analytical paragraphs and those exploring inference</li> <li>How to construct a written summary comparison</li> <li>How to identify GAP in a transactional piece and select appropriate layouts, language and structure choices in accordance</li> <li>Typical features of writing to advise; anecdote, modal verbs, imperative verbs, emotive language</li> <li>The skills, focus and recommended timinings for exam papers</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Lagged learning revision of all units and terminology</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Ability to write and plan to a consistent level across the range of questions in styles</li> <li>Ability to write at speed to set time limits</li> </ul>

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			<ul style="list-style-type: none"> <li>To be able to use evidence and examples to illustrate points of view, using impressive and formal vocabulary choices</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>How to approach decisions regarding time and ideas in the summer language exams</li> <li>Be able to offer developed/perceptive analysis of writer's methods</li> <li>Be able to create a piece of transactional writing, incorporating appropriate devices and forms</li> <li>Ability to plan independently</li> </ul>	
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