**Unit Rationale: why is this unit on our curriculum?**

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| This unit is designed to equip students with an understanding of the development of the English language, arming them with strategies to decode unfamiliar vocabulary but also fostering a love of the English language and an appreciation of its possibilities. In its consideration of attitudes towards language and the place of Standard English, the unit also introduces important reflections on their own language use and its validity in and out of school. It’s also a unit that introduces an approach to oracy in the KS3 curriculum - we highlight the value of oracy by the early foregrounding of an oracy outcome and encouraging students to focus on the verbal, vocal and visual when becoming powerful speakers. | |
| **Final assessment** | Students will deliver a presentation on the etymologies of their three favourite words. |

**Unit Connections: how does it connect with other moments in the MNSP English Curriculum?**

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| Our students will be encountering complex texts throughout their KS3 journey, and this unit should equip them with strategies to decode and make meaning from unfamiliar vocabulary. These strategies and the activity of working out word meaning/sharing etymologies of keywords is embedded throughout our KS3 curriculum. Its discussion of literary classics such as *Beowulf* and *The Canterbury Tales* helps introduce students to challenging texts, as well as introducing context around Shakespeare to be returned to later in Year 7. The unit is also designed to ground students in principles of informative non-fiction writing and, in particular, paragraph construction - the unit of meaning we want all students to master in Year 7. |

**KS3 Progression Map - Key Skills**

*This unit helps to address the following skills from the MNSP Progression Map*

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| Creating clear plans for extended writing which show what will be written and in what order as a minimum |
| Using rhetorical devices for effect, including rhetorical questions, facts and statistics and direct address |
| Learn how structure can guide a reader, using chronological discourse markers and paragraphs effectively. |
| Developing understanding of sentence length, exploring the effects that can be created through a varied range of sentences. |
| Undertake research into a topic and understand how to use facts and statistics obtained effectively in writing. |
| Editing work to make improvements against set success criteria, in response to teacher feedback and peer/self-assessment |
| Making appropriate ambitious vocabulary choices that contribute towards the goal of the text. |

**Overview of Lesson Sequence**

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| 1 | Introduction to the unit and metaphor of ‘Roots of English’ - why study our language? |
| 2 | What makes a word? How knowledge about language can help build vocabulary |
| 3 | How does English begin? Exploring Old English with an extract from *Beowulf* |
| 4 | Middle English - introducing Middle English and reading an extract of the *Canterbury Tales* |
| 5 | Middle English - exploring Mediaeval life through the *Canterbury Tales* |
| 6 | The Renaissance - how Shakespeare, Greek and Latin influenced our language. |
| 7 | English in the 19th Century - decoding work with complex vocabulary and sentences. |
| 8 | English in the Present Day - slang, register and synonyms |
| 9 | Informative Writing about the journey so far - introduction to informative writing. Introduce **Assessment Task** and **Homework Project** |
| 10 | Check Point |
| 11 | Purple Pen |
| 12 | Models of Speeches - what makes a good speaker? Introducing our oracy framework of students mastering the **verbal, vocal and visual**. |
| 13 | Varieties of English - Accent and Dialect |
| 14 | Varieties of English - American English |
| 15 | Varieties of English - Global English |
| 16 | Preparing to Deliver Speeches - Practices and Peer Assessment |
| 17 | Performances |
| 18 | Performances |
| 19 | Performances and Knowledge Quiz |

*You may wish to book additional research lessons for classes once the assessment task has been established.*