

Topic: Small Island		Duration: 17 lessons		Composite: Which main character changes the most by the end of <i>Small Island</i> ? In your answer discuss how Edmundson presents this change.	
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory		Links to previous and future topics
Windrush Caribbean Act Scene Stage Directions Characters Empathy Sympathy Audience Tableau Colony Racist Aspirations Discriminate Euphemism Dignity Adversity	<ul style="list-style-type: none"> Experience of the Windrush generation Post-Colonial black experience in the Caribbean and during WW2 Form of the Play Contrast of different forms of literature – novel and play Tracking themes and changes across a text 		<ul style="list-style-type: none"> British Society and the experience of the Windrush generation How to construct a thesis and link analytical paragraphs as part of a formal essay response. How to compare and contrast quotations from different points in a text 		Builds on understanding of play form from study of Shakespeare’s <i>A Midsummer night’s Dream</i> in Y7 and themes of Colonialism from <i>The Tempest</i> in Y8. Works towards a greater understanding of diversity in Britain and racism in the modern era.
Impressive reading		Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> Reading a range of challenging prose texts. Applying knowledge of newly-acquired vocabulary items when reading texts. 		<ul style="list-style-type: none"> Opportunities to share and discuss ideas – clearly, accurately and precisely – in pairs, groups and as a class. 	<ul style="list-style-type: none"> Constructing high quality analytical paragraphs. Constructing a formal essay – including linking paragraphs using appropriate discourse markers. Developing clear, accurate and precise summaries and explanations. 	To develop the confidence to write about a challenging Victorian literature text.	Employability: Developing clear explanations Working as part of a team Working independently Following guidance Careers: Literary critic / academic Any career where quality and clarity of written communication is important e.g. journalist, freelance writer, novelist / playwright / poet Teacher
<ul style="list-style-type: none"> SEND 					
<ul style="list-style-type: none"> The text is used to support cultural capital in KS4 by preparing SEND learners for the context of the Victorian era, as well as topics such as children and childhood, religion and illness. In every lesson the ‘Do Now’ activity and end of lesson ‘Mastery Quiz’, plus the ‘Fortnightly Quizzes’, provide opportunities for retrieval practice and building on prior-knowledge. 					

- Curriculum time allocated for the explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit.
- Links to prior learning – the Victorian era, constructing analytical paragraphs and explicit vocabulary instruction – explicitly highlighted to support non-verbal reasoning.
- Activities, such as the construction of analytical paragraphs, are scaffolded with over-learning of previous content to encourage independence.
- Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas.