

Birkdale High School		English Department KS4	Curriculum Map
Unit: Gender		Year Group: 10	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<ul style="list-style-type: none"> <li>● For students to be able to understand what is expected of them in English Language Paper 2 Section B</li> <li>● For students to build upon their rhetoric writing skills that they studied in Year 9</li> <li>● For students to learn and confidently use tier two vocabulary words that link with this unit and other units</li> <li>● For students to practise the Reciprocal Reading strategies</li> <li>● For students to learn and be able to use a range of writing techniques</li> <li>● For students to be able to use a range of punctuation</li> <li>● For students to also practise some reading skills needed in Paper 2 Section A</li> <li>● To expand their knowledge of differing viewpoints in the world and their cultural capital</li> </ul>	<ul style="list-style-type: none"> <li>● Each lesson has an overarching ‘big question(s).’ These are shared with students in the front of their resource booklet and should be referenced by teachers at the start of the lesson as well as at key moments within the lesson.</li> <li>● Teachers should familiarise themselves with the Knowledge Organiser as well as the text itself prior to delivery.</li> <li>● The Knowledge Organiser should be given to students at the start of the unit and weekly self quizzing homeworks allocated on specific sections.</li> <li>● The Tier 2 vocabulary that has been picked out (on the Knowledge Organiser) should be explicitly taught prior to reading that chapter. We use the model of defining the word, providing examples, students identifying correct and incorrect usage, applying the term to their own experiences and then using the word in their own sentences. It should then be explored in the context used by the writer when the students come across it whilst reading.</li> <li>● Key extracts have purposefully been provided in the student resource booklet so that the teacher can model annotation of key devices under the</li> </ul>	<p>Students will complete a writing challenge every fortnight with the intention of building stamina and ability. Marked through whole class feedback, students should know how and when to improve before their next challenge.</p> <p>The unit will culminate with students writing a piece of transactional writing in response to a fictional statement on the theme of the topic. This will be very similar to the writing challenges but all the elements included in these challenges should be used in this final assessment.</p> <p>Students should complete this unit having a firm understanding of what is expected of them in in Paper 2 Section B, but also with a range of ideas and understanding of differing points of view in the world that will help them develop their cultural capital throughout the curriculum and in other areas of English and English Literature.</p>	

	<p>visualiser. Students must mirror the notes made by the teacher in their own booklets.</p> <ul style="list-style-type: none"> <li>● We are going to be using the Reciprocal Reading method of reading a text: predict, clarify, question and summarise. This process should be modelled for each of the key extracts in the student resource booklet.</li> <li>● For the delivery of the linked writing challenges. Students should read the task, discuss as a class. Then ideas should be generated as a class and recorded on the whiteboard to ease cognitive load and model the planning process. The criteria should be defined with examples provided as necessary on the whiteboard. Students should then write in silence for 25 minutes - ideally with a visible timer and then peer assess against the criteria. This process will aid students in building writing stamina if applied consistently.</li> <li>● Students should be developing their writing skills throughout the unit. The booklet guides students through a lot of modelled examples of effective modelled descriptions.</li> <li>● We aim to develop stamina and ability through writing challenges.</li> </ul>	
<p><b>Enabling Learning</b></p>		
<p>Students have learned about rhetoric in Year 9 and should have a good understanding of Plato and the areas he suggested were important. Rhetoric and persuasion have also been addressed in Year 8 through Richard III and Animal Farm.</p> <p>Students have completed writing challenges in Year 9 and before so their stamina should be building throughout the year and techniques/ vocabulary used in these earlier challenges should be revisited to</p>		

<p>ensure they are being retained in students' Long Term Memories.</p>		
<b>Key Vocabulary</b>		<b>Wider Learning</b>
<p><i>Tier 2: High frequency / Multiple meaning</i> See Knowledge Organiser for tier 2 vocabulary.</p>	<p><i>Tier 3: Subject related.</i></p> <p>Ethos, pathos, logos, rhetoric, syllogism, diacope</p>	<p><b>SMSC / RWCM / CEIAG</b></p> <p>Writing challenges will aid with quality of written communication.</p> <p>Students will learn about differing ideas from their own and build their cultural capital by reading about other people's views.</p> <p>Myths about gendered careers will be challenged as well as discussions about negotiations and salaries.</p>

## 1. Key Concepts

<b>Gender pay divide</b>	It's calculated by adding up all the wages of male and female employees and dividing by the number of workers. In 2020 in the UK males, on average, earn 8.9% more than their female counterparts.
<b>Toxic Masculinity</b>	This term refers to the way the dangerous way masculinity has come to be seen in our media and society. Characteristics of toxic masculinity include being violent, unemotional and aggressive.

## 2. Techniques

<b>Metaphor</b>	A direct comparison of one thing to another. 'Toxic masculinity is a box, it constrains.'
<b>Cyclical structure</b>	Where a piece starts and ends with the same idea or topic.
<b>Juxtaposition</b>	Contrast. Consider juxtaposing paragraphs or even within a sentence to present contrasting viewpoints.
<b>Adverbs</b>	Often end in ly – surprisingly, shockingly, worryingly; these often convey your viewpoint in an opinion piece article.
<b>Bias</b>	When you show one point of view, selecting facts and evidence to support your specific viewpoint.
<b>Ethos</b>	Building credibility in you as a writer – show that you are trust worthy and knowledgeable.
<b>Logos</b>	Present a logical argument. Think about destroying the counter argument here, layering up your reasons as well as facts, statistics, analogies.
<b>Pathos</b>	Appeal to your audience. Consider anecdotes, direct address, collective personal pronouns, rhetorical questions.
<b>Simile</b>	Comparison using like or as. 'The gender pay divide is like a disease that continues to spread.'

## Year 10 Gender: The Pay Divide & Toxic Masculinity Knowledge Organiser

### 3. Varied Punctuation

<b>Semi Colons</b>	(used to join two sentences which make sense on their own instead of a conjunction, such as 'and' or 'but') <i>Men and women should be treated equally; there is no justification for rewarding someone financially purely due to their gender.</i>
<b>Colons</b>	(use before a list). <i>There is undeniably unjust treatment of female sport stars: they are undervalued, they are underpaid and they are not respected as much as their male counterparts.</i>
<b>Brackets although</b>	<b>Brackets – use although to begin – remember the sentence should make sense if the bracketed section was removed.</b> <i>Female film stars are underpaid (although, some chauvinists will love to tell you otherwise) and this is simply unacceptable in the twenty first century.</i>
<b>Brackets</b>	Brackets are used to add extra information - a great technique when introducing your expert source!
<b>In relation to an expert</b>	Doctor Simon Smith (Professor of Neurology at Cambridge University) argues that there are no scientific differences between the male and female brain.
<b>Parenthetic Commas (burger sentence)</b>	<i>Our women, who have been prejudiced against for decades, deserve to be treated with equality and respect.</i> The middle part of the sentence (the meat of the burger) can be removed and the sentence still makes sense on its own.
<b>Dash-</b>	Adds in extra details – an additional thought <i>Too many bosses today are prejudiced against female workers – what an archaic attitude!</i>

### 4. Ambitious Vocabulary

<b>Prejudice</b> (n) = Deciding what somebody is like when you do not actually know them – often based on their skin colour, religion, gender or nationality.	<b>Vociferous</b> (adj) = Giving your opinion in a loud and confident way.
<b>Repercussions</b> (n) = The results of an action – they are normally unwanted results.	<b>Ubiquitous</b> (adj) = Seeming to be everywhere or in several places at the same time.
<b>Stereotype</b> (n) = An often unfair and untrue belief that many people have about a group of people. This group could be those with the same gender, race or religion.	<b>Domain</b> (n) = an area of knowledge
<b>Disparity</b> (n) = A large difference – especially one that is a result of unfair treatment.	<b>Discrepancy</b> (n) = A difference between things that should be the same.
<b>Counterpart</b> (n) = A person or a thing that has the same position or job as another person or thing.	<b>Patriarchal</b> (adj) = A system in which men (patriarchs) have power and control.

Word	Student-friendly Definition	Visual/ etymology / morphology	Two example sentences	Question to build understanding...
<p><b>Prejudice</b> (n) and (v)</p> <p><b>Prejudiced</b> (adj)</p>	Deciding what somebody is like when you do not actually know them – often based on their skin colour, religion, gender or nationality.	In Latin, 'prae' means in advance and 'judicium' means judgement so it literally means to judge in advance.	<p>It is still rare to find women working in computing and some would say that male <b>prejudice</b> is to blame.</p> <p>Sadly, people are often <b>prejudiced</b> against people who don't look like them.</p>	Why might people be <b>prejudiced</b> towards teenage males?
<p><b>Repercussions</b> (n)</p>	The results of an action – they are normally unwanted results.	In Latin, 're' means back and 'percutere' means to strike or thrust through (think of percussion instruments!) so it literally means to strike back.	<p>There are many <b>repercussions</b> of not doing your best in class: poorer performance, lower vocabulary and fewer career options.</p> <p>If you play on computer games for hours on end every day, there are inevitable <b>repercussions</b>: damaged eyesight, lack of fitness and RSI (Repetitive Strain Injury).</p>	What could be the <b>repercussions</b> of paying a male more than a female when they both do the same job?
<p><b>Stereotype</b> (n) and (v)</p>	An often unfair and untrue belief that many people have about a group of people. This group could be those with the same gender, race or religion.	Greek word (stereos) means "firm, solid" and (typos) means impression. So a <u>stereotype</u> is a "solid impression on one or more idea."	<p>There are many <b>stereotypes</b> about teenage males including their inability to get out of bed before noon, their aggression and love of sports.</p> <p>Eloise hoped to defy the female <b>stereotype</b> by becoming a successful Computer Games Designer.</p>	Which <b>stereotype</b> about teenage boys do you think is the most harmful?
<p><b>Disparity</b> (n)</p>	A large difference – especially one that is a result of unfair treatment.	Dis = is a prefix that when added to a word often makes it mean the opposite.	There is an undeniable <b>disparity</b> between the amount male and female professional footballers earn.	What other <b>disparities</b> are present in society other than the gender pay divide?

		Parity = equality especially in terms of pay or status. So, disparity is the opposite of equal pay or status!	Although the gender pay divide is improving in some areas, there is still a considerable <b>disparity</b> between the earnings of both genders.	
<b>Counterpart</b> (n)	A person or a thing that has the same position or job as another person or thing.		The women's shoe, like its male <b>counterpart</b> , is specifically designed for the serious tennis player.  The British Prime Minister met his German <b>counterpart</b> – Angela Merkel.	Do you believe that female sports stars deserve less pay than their male <b>counterparts</b> ? Why or why not?
<b>Vociferous</b> (adj)	Used to describe giving your opinion in a loud and confident way.	It comes from the Latin 'vox' meaning voice. 	Underpaid female stars in the BBC have become more <b>vociferous</b> about their unfair treatment.  The suggestion that male tennis stars deserve more pay than their female counterparts was met with <b>vociferous</b> opposition.	Do you think that young people should be more <b>vociferous</b> about the gender pay divide in our society? Why or why not?
<b>Ubiquitous</b> (adj)	Used to describe when something is seeming to be everywhere or in several places at the same time.	From the Latin <i>ubique</i> meaning everywhere.	Stereotypes are unfortunately a <b>ubiquitous</b> feature of our society.  Smartphones are now <b>ubiquitous</b> – it is hard to imagine life without them!	Are there any things in society that you wished were not as <b>ubiquitous</b> ?
<b>Domain</b> (n)	An area of knowledge.	The Latin root word 'domus' means 'house' or 'household.'	Childcare is no longer solely a female <b>domain</b> .  In many patriarchal societies, the house – especially the kitchen - are seen as the female's <b>domain</b> .	Do you believe that childcare is still seen as a female <b>domain</b> today or is this changing?

<p><b>Discrepancy</b> (n)</p>	<p>A difference between things that should be the same.</p>		<p>There were major <b>discrepancies</b> between the salary of males and females in the same company.</p> <p>There is some <b>discrepancy</b> between the results of the two studies on how gender influences your career choice.</p>	<p>Why should we not just accept that there is a <b>discrepancy</b> between the salaries of males and females?</p>
<p><b>Patriarchal</b> (adj)</p>	<p>A word to describe a system in which men (patriarchs) have power and control.</p>		<p>Most ancient societies were <b>patriarchal</b> in nature.</p> <p>Most <b>patriarchal</b> societies rely on males for filling roles of major influence, such as military command, politics, and industry</p>	<p>Do you think our society could still be classed as <b>patriarchal</b> today?</p>

What is gender stereotyping and its effects?
How did gender roles differ in the past?
What caused women's roles in society to change?
What is the gender pay divide?
What is the gender pay gap in the entertainment industry?
What is toxic masculinity?
What pressures can toxic masculinity cause?
Why do men act they way they do towards women?
How do journalists convey strong, controversial opinions?
Has the coronavirus heightened gender inequality?
Will gender equality ever be achieved?

