

Curriculum Unit Overview

Year 8 into 9

From year 8, the crucial information they need to take forward from the work completed is centered around Shakespeare and his language. We need students to understand a little of life in Shakespearean England, some key language of Shakespeare; structures within Shakespeare's plays; how to analyse Shakespearean images; how to structure an essay on an extract of Shakespeare, linking to the play, and the skills of SQUAD and exploding quotations looking for layers of meaning for analysis. In order to check understanding, we will be using some low stakes quizzes as starters for our lessons, and then adapt as needed. The crucial skills that have potentially been missed will be recovered throughout KS3 and 4 as we have a spiral curriculum. In class work, we will be looking at the same skills of SQUAD and exploding quotations - these are covered throughout schemes of work across the key stages, and in the first scheme of work in year 9 with their novel.

An additional 'Jekyll and Hyde' unit has been added to the Year 9 Curriculum map to aid students in preparing for this novel unit in the GCSE Literature course.

[English] – Powerful People – Writing Non-Fiction and Fiction texts (7 weeks)				
What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain?	<u>Impact: Evaluation and Assessment Methods.</u> What does Mastery look like?	<u>Implementation</u> How does the build on prior learning	What additional resources are available?

How to write and deliver effective speeches. Exploring how texts can change over time. How to write non-fiction texts and consciously craft our vocabulary, punctuation choices and structures. How to write engaging fiction texts, using descriptive techniques and structures.	Knowledge: how to plan, write and deliver an effective speech; speeches delivered by a variety of iconic speakers (Malala, Obama); how to use punctuation and rhetorical techniques for effect; how to use descriptive and narrative features to convey effective imagery; creating tone and voice in our writing Understanding: how language is used to convey a viewpoint and perspective; how different writing styles are used for different purposes; how to manipulate language and structure to create specific effects. Skills: analysing texts to identify features and success criteria; using a range of techniques to create specific effects; writing using different voices to reflect purpose, audience and form; presenting in a formal situation.	An understanding of how to use pathos, ethos and logos in arguments The ability to produce and deliver a structured, formal presentation for an audience of peers. An ability to select examples of language and techniques that create specific effects and explore them, linking to the effects the writer was trying to create. An ability to make comparisons across texts.	KS2: <i>discuss and evaluate how authors use language, including word types and figurative language, considering the impact on the reader.</i> <i>Building on knowledge of word types, punctuation and techniques and selecting appropriate ones for their own writing.</i> <i>Identifying the audience and purpose of the writing.</i> Year 7 - Science Fiction, different types and purposes of writing Year 8 - Language paper skills and understanding from the non-fiction texts in the War SOW <i>Links to language paper skills and understanding from the novel SOWs in years 7, 8 and 9</i>	Knowledge Organiser Speeches that Shook the World (on the Media Server) Other important speeches (on Sharepoint) Lesson resources on Sharepoint Non-fiction reading list in the library
---	--	---	---	---

English - Year 9 Unit Perspectives in Poetry (6 weeks)

What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain?¹	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like?²	<u>Implementation</u> How does this build on prior learning?³	What additional resources are available?
How to appreciate and analyse poetry. How to compare two poems. How to approach unseen poems with confidence.	Knowledge: Key Terms: Simile, metaphor, symbolism, figurative language, alliteration, assonance, enjambment, caesura, pace, onomatopoeia, personification, sibilance, imagery, stanza, rhythm and rhyme; the ability to identify these within poems; the difference between the poet and the speaker Understanding: the importance of context to analysing a poem; how to structure a poetry essay; understanding of effects of key techniques and structures across the variety of poems studied Skills: Identifying the subject of a poem; Identifying themes a poem explores; Exploring techniques and identifying the impact they have on your understanding; Key aspects of language and how these shape meaning Key features of form and how these shape meaning Key features of structure and how these shape meaning; Developing individual interpretations through discussion.	Thoughtful, developed comparison Examination of writer's methods with subject terminology used effectively to support consideration of methods Thoughtful consideration of how ideas are presented by the poet A well-structured comparative essay that uses thesis statements effectively to drive the argument	Year 8: war poetry Jessie Owens: Who's for the Game? and Wilfred Owen: Dulce Et Decorum Est comparison Year 10/11 - Power and Conflict poems for Paper 2 GCSE Literature Analytical and comparative essays throughout KS3 and KS4	Podcasts by named poets on YouTube BBC Bitesize Further reading list: On Library Website Unseen Poetry CGP Text Books Unseen Poetry Yellow Books

[English] - Year 9 Unit – The Novel (12 weeks)

What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain? ⁱ	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like? ⁱⁱ	<u>Implementation</u> How does this build on prior learning? ⁱⁱⁱ	What additional resources are available?
How a novel is structured; how themes are controlled in novels; narrative patterns and tools; setting novels in context; characterisation; genre and purpose	Knowledge: writing techniques used to produce settings; linear and non-linear narrative structures; methods used to present characterisation; how to analyse language methods; social and historical contextual factors surrounding novels; genres and sub-genres; what a theme is Understanding: the purpose and understanding of how to employ narrative techniques; understanding the purpose of texts; why different structural patterns exist between novels; what characterisation is; how to analyse specific methods using SQuAD; how contextual factors affect our interpretation of texts; how to identify a specific genre or sub-genre; how themes are woven through novels Skills: Exploding quotations; creating SQUAD paragraphs of analysis; writing essays; self-assessment; editing; proof-checking; close reading of texts; tracing themes or motifs in texts; making comparisons between	The ability to closely analyse the use of language to present characterisation or setting in a novel in the form of an essay The ability to trace and comment on the significance of key themes within a novel in the form of an essay The ability to identify and comment on structural techniques used in a novel in the form of an essay The ability to link ideas in a novel to their wider social/historical context in the form of an essay	Builds on novel units completed in Years 7 and 8 where the same key elements of knowledge, understanding, skills and essay writing practice are covered Links back to the Gothic unit in Year 7 where genre is discussed in detail, along with what defines a theme in fiction novels Builds on Myths unit in Year 7 where elements of fictional characterisation, structuring narratives and creative writing language techniques are studied Builds on Year 8 Suspense and Tension unit where classic narrative structure is taught, how to build tension in writing and the impact of using non-linear narrative approaches Builds on Year 8 WAR unit where the links between a text and its historical and social context are discussed and analysed	BBC Bitesize: Fiction Writing https://www.bbc.co.uk/bitesize/topics/zn8tkmn Reading Skills https://www.bbc.co.uk/bitesize/topics/zs8nv4j Creative writing skills https://www.bbc.co.uk/bitesize/topics/zywfbk7 Novels that shaped our world (example link, but in a series:) https://www.bbc.co.uk/programmes/m000b8mh

	texts and within texts; identifying narrative techniques		• Links to Shakespeare unit where a range of language methods are learnt and, again, linking a text with its social and historical context is practised.	
--	---	--	---	--

English – Year 9 Unit True Crime (5 weeks)

What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain? ^[1]	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like? ^[2]	<u>Implementation</u> How does this build on prior learning? ^[3]	What additional resources are available?
To explore different contexts from which news article are written and received. To understand the features and impact of non-fiction article writing. To evaluate texts critically and support this with appropriate textual references.	Knowledge and understanding: By the end of this unit, students will be confident identifying a wide variety of conventions used in news articles both printed and online. Students will consider how language is used to present writers' perspectives and evaluate the success of these methods. Students will come into contact with newspaper articles pre and post 19th century and consider how articles have reported on a variety of crimes over the ages. By interweaving current and topical news stories, students' cultural interest should be enriched through the study of this unit. Skills: Recognising, using and evaluating features of the form and the impact this has on readers with a focus on Language Paper 1, question 4 approach to evaluating news articles. Planning and writing evaluative responses and gaining confidence in their approach to these responses. Analysis of a range of writers' methods including language techniques, structural techniques and at word level.	An ability to recognise and identify features of the form. Introduce and begin to become confident in approaching and using the Language Paper 1, Question 4 writing frame used into year 10 and 11. Develop a convincing and critical response to the focus of a statement. Show perceptive understanding of writer's methods. Select a range of judicious textual detail. Evaluate critically and in detail the effect(s) on the reader.	Builds On This unit follows on from KS2 learning, where the main focus will have been on: Reading non-fiction texts Retrieving information to answer set questions This also follows on from the 'Myths and Legends' SoL in year 7 where students are exposed to a range of pre and post 19th century non fiction texts. This unit also links to the 'War poetry and non-fiction texts' SoL in year 8 where students' cultural awareness is developed and students are given the opportunity to write their own informative poems, speeches and leaflets. In addition this follows well from year 9's previous topic 'Powerful-People – Writing Non-fiction and fiction texts' which asks students to look at modern non-fiction speeches and develop their creative writing skills.	Lesson resources on Sharepoint BBC news website. Non-fiction reading list in the library.

English] - Year 9 Unit The Strange Case of Dr Jekyll and Mr Hyde (7 weeks)				
What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain? ¹	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like? ²	<u>Implementation</u> How does this build on prior learning? ³	What additional resources are available?
An initial study of The Strange Case of Dr Jekyll and Mr Hyde, by Robert Louis Stevenson, in preparation for full studying and annotation in Year 11. Focus on the presentation of character and plot.	Knowledge: Who the key characters are and their place within the mystery genre; the role of crime and the police, duality, class, the Industrial revolution and its position within London, Victorian society; a clear knowledge of the storyline and the order of events; and appreciation the genre of mystery fiction. Understanding: How the contextual factors influenced Stevenson's writing; how the storyline develops and which are the key moments of tension. Who the main characters are. Skills: Exploding quotations to explore layers of meaning, identifying	-The ability to structure an essay, focusing on how to construct an ARGUMENT in answer to the question -The confidence to formulate arguments and perspectives about Stevenson's intentions and views about Victorian society and identity.	Year 7: Study of the Gothic and its conventions Study of Sherlock Holmes and the Limehouse Horror play Year 8: Adventure and Tension: study of Victorian Literature extracts Year 7 – 9: novel study	Project Guttenberg links to different free versions ready for download: http://www.gutenberg.org/ebooks/2097 Film version: https://www.youtube.com/watch?v=aAKCyfpcOIs

	techniques used and why they are used (effects and impact created); SQuAD paragraphs of analyse to justify viewpoints and perspectives and analyse writer's intentions; how to write a well-structured and argued essay.		Analytical essays throughout year 7 – 9, SQUAD analysis and exploding quotations	
--	--	--	--	--

ⁱ **Knowledge** refers to information or awareness gained through experience or **education**. It is the **facts** we are taught.
Understanding is when the facts/knowledge are placed into a wider context, such as realizing the intended meaning or cause.

ⁱⁱ **Mastery** keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives.
Mastery learning breaks subject matter and learning content into units with clearly specified objectives which learners work through in a series of sequential steps and must demonstrate a high level of success, typically about 80%.

ⁱⁱⁱ Links to **prior learning** in previous years and key stages, where appropriate. What is in the KS2 national curriculum or what is taught at KS4?