

Year 9

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn	Anita and Me	In what ways can Anita and Me be considered an example of the bildungsroman genre?	<ul style="list-style-type: none"> Understanding of the plot, characters and themes of Anita and Me Understanding of the conventions of the bildungsroman genre knowledge and awareness of the context of migration in post-war Britain knowledge and awareness of the author, Meera Syal's life and background and how this might have influenced her writing of the novel awareness of key elements of structure and form for the bildungsroman genre 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Through students' TEAL paragraphs on the novel (HT1) Through students' oral contributions in class Through students increasing confidence in identifying the conventions of the bildungsroman genre Through students' essay on the novel (HT2) <p>Skills</p> <ul style="list-style-type: none"> Coherent TEAL writing Coherent and well-planned essay writing. Ability to comment on the effect of structural devices. Coherent and developed essay writing with a convincing argument Use of accurate terminology Ability to evaluate a text within context of existing literary conventions (Bildungsroman) <p>Assessment information</p> <ul style="list-style-type: none"> Essay on Anita and Me – this will be a whole text essay and students will be expected to demonstrate an awareness of the conventions of the bildungsroman genre.
Spring	Shakespeare: Tragedy Texts Through Time: Victorian literature	Starting with this extract, explore how Shakespeare presents Iago as a villain. How do short stories including 'The Yellow Wallpaper' reflect the themes and concerns of Victorian literature?	<ul style="list-style-type: none"> Knowledge of Shakespeare's methods of characterisation, particularly relating to the antagonist, Iago. Understanding of the plot of Othello. Close analysis of Shakespeare's use of language to construct Iago as a villain. <ul style="list-style-type: none"> Analytical understanding of 'The Yellow Wallpaper' and other short stories: 'The Tell Tale Heart' by Edgar Allan Poe and 'The Mark on the Wall' by Virginia Woolf Contextual understanding of issues surrounding mental health in the Victorian era and the impact of individuals such as Charlotte Gilman. 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Through students' increasing confidence in understanding Shakespeare's characterisation; ability to analyse Shakespearean language and writer's methods. Ability to apply knowledge of conventions to a range of texts and to show an understanding of where texts challenge or subvert the norm <p>Skills</p> <ul style="list-style-type: none"> Constructing coherent essay Defining own line of argument Through ability to write accurate, analytical TEAL paragraphs in response to Othello. <p>Assessment information</p> <p>Timed in class response to a scene from <i>Othello</i>; students are given an extract and asked to comment on Iago's characterisation in this, and the play as a whole.</p> <p>How understanding is assessed</p> <ul style="list-style-type: none"> Through students' ability to analyse a range of short stories from the Victorian era and early 20th century tied together by being unsettling first person narratives. Ability to apply knowledge of conventions to a range of texts and to show an understanding of where texts challenge or subvert the norm. Timed in class response on 'The Yellow Wallpaper'

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English

				Assessment information Students to write a poem/collection of poems on the theme of war/conflict. This can relate to a conflict from history/present day or cover themes such as conflict of ideas/identity etc.
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