English

| Year | 9 |
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| Timing | Unit Title                                  | Key Question  | Knowledge  | Assessing Unders  |
|--------|---|---|--|---|
| Autumn | Anita and Me                                | In what ways can Anita and Me be<br>considered an example of the<br>bildungsroman genre?                                | <ul> <li>Understanding of the plot, characters and themes of<br/>Anita and Me</li> <li>Understanding of the conventions of the<br/>bildungsroman genre</li> <li>knowledge and awareness of the context of<br/>migration in post-war Britain</li> <li>knowledge and awareness of the author, Meera<br/>Syal's life and background and how this might have<br/>influenced her writing of the novel</li> <li>awareness of key elements of structure and form for<br/>the bildungsroman genre</li> </ul> | <ul> <li>How understanding is assessed</li> <li>Through students' TEAL paragraphs on the</li> <li>Through students' oral contributions in class</li> <li>Through students increasing confidence in bildungsroman genre</li> <li>Through students' essay on the novel (HT2)</li> <li>Skills <ul> <li>Coherent TEAL writing</li> <li>Coherent and well-planned essay writing.</li> <li>Ability to comment on the effect of structu</li> <li>Coherent and developed essay writing with</li> <li>Use of accurate terminology</li> <li>Ability to evaluate a text within context of e (Bildungsroman)</li> </ul> </li> <li>Assessment information <ul> <li>Essay on Anita and Me – this will be a whol expected to demonstrate an awareness of genre.</li> </ul> </li> </ul> |
| Spring | Shakespeare: Tragedy                        | Starting with this extract,<br>explore how Shakespeare<br>presents lago as a villain.                                   | <ul> <li>Knowledge of Shakespeare's methods of<br/>characterisation, particularly relating to the<br/>antagonist, lago.</li> <li>Understanding of the plot of Othello.</li> <li>Close analysis of Shakespeare's use of language to<br/>construct lago as a villain.</li> </ul>   | <ul> <li>How understanding is assessed         <ul> <li>Through students' increasing confidence in characterisation; ability to analyse Shakesp</li> <li>Ability to apply knowledge of conventions in understanding of where texts challenge or</li> </ul> </li> <li>Skills         <ul> <li>Constructing coherent essay</li> <li>Defining own line of argument</li> <li>Through ability to write accurate, analytica Othello.</li> </ul> </li> <li>Assessment information         <ul> <li>Timed in class response to a scene from Othello; st comment on lago's characterisation in this, and the</li> </ul> </li> </ul>  |
|        | Texts Through Time:<br>Victorian literature | How do short stories including<br>'The Yellow Wallpaper' reflect the<br>themes and concerns of Victorian<br>literature? | <ul> <li>Analytical understanding of 'The Yellow Wallpaper'<br/>and other short stories: 'The Tell Tale Heart' by Edgar<br/>Allen Poe and 'The Mark on the Wall' by Virginia<br/>Woolf</li> <li>Contextual understanding of issues surrounding<br/>mental health in the Victorian era and the impact of<br/>individuals such as Charlotte Gilman.</li> </ul>   | <ul> <li>How understanding is assessed</li> <li>Through students' ability to analyse a range and early 20<sup>th</sup> century tied together by bein</li> <li>Ability to apply knowledge of conventions a understanding of where texts challenge or</li> <li>Timed in class response on 'The Yellow Wa</li> </ul>   |

## erstanding

he novel (HT1) class in identifying the conventions of the

T2)

g. ctural devices. vith a convincing argument

of existing literary conventions

hole text essay and students will be of the conventions of the bildungsroman

e in understanding Shakespeare's espearean language and writer's methods. ns to a range of texts and to show an or subvert the norm

ical TEAL paragraphs in response to

; students are given an extract and asked to the play as a whole.

nge of short stories from the Victorian era being unsettling first person narratives. Ins to a range of texts and to show an or subvert the norm. Wallpaper'

| Curricu | lum Outline 2023-24    |   | Department:  | English   |
|---------|------------------------|---|--|---|
|         |                        |   | • Understanding of the development of short story writing from the psychological horror of Poe through to the Modernist style of Woolf; all through first person narratives.   | <ul> <li>Skills</li> <li>Analysing impact of narrative perspective a</li> <li>Ability to comment on the effect of structu</li> <li>Using contextual knowledge to inform und</li> <li>Decoding and inferring from more challenge</li> </ul>  |
|         |                        |   |  | <ul> <li>Assessment information</li> <li>End of year exam: Unseen extract – similar paper one</li> <li>Fiction creative writing – similar mark sche</li> </ul>  |
| Summer  | How to be a journalist | How can I write in a journalistic<br>style?   | <ul> <li>Knowledge and understanding of features of journalistic comment writing</li> <li>ability to compare and contrast journalistic writing from different perspectives</li> <li>Knowledge of the art of rhetoric including a range of devices</li> </ul> | <ul> <li>How understanding is assessed         <ul> <li>through students' own journalistic writing</li> <li>Through ability to compare and contrast at with different perspectives/opinions</li> <li>Construction of a piece of journalism whic knowledge and skill from across the Key St</li> </ul> </li> <li>Skills         <ul> <li>Constructing an argument</li> <li>Interrogation of key concepts with care</li> <li>journalistic writing</li> <li>Evaluating a writer's viewpoint</li> </ul> </li> </ul> |
|         | WW1 Poetry             | What are the conventions of WW1<br>Poetry?<br>How can I apply these conventions<br>in my own writing? | <ul> <li>Knowledge of key WW1 poets such as Wilfred Owen<br/>and Siegfried Sassoon.</li> <li>Close analysis of devices used in WW1 poems.</li> <li>Creative writing using devices found in WW1 poems.</li> </ul>   | <ul> <li>Assessment information Non-fiction article in response to a statement </li> <li>How understanding is assessed <ul> <li>Through ability to write a poem about war devices featured in WWI poetry.</li> <li>Through oral contributions made in discuss</li> </ul> </li> <li>Skills <ul> <li>Knowledge of key poetic devices</li> <li>Knowledge of different poetic forms e.g. so</li> <li>Ability to implement devices from WWI poetic conflict.</li> </ul> </li> </ul>                                  |

ve and epistolary mode actural devices. anderstanding of narrative enging 19<sup>th</sup> Century texts

ilar in style to the format of GCSE language

cheme to GCSE

ng (comment pieces) t articles written about the same topic but

hich demonstrates the synthesis of / Stage

areful consideration e.g. justice

war/conflict using some of the ideas and

cussion of poems by Owen and Sassoon.

. sonnet poetry into own poems on the theme of

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|----------------------------|-------------|---|
|                            |             | Assessment information<br>Students to write a poem/collection of poems on t<br>to a conflict from history/present day or cover ther |

n the theme of war/conflict. This can relate hemes such as conflict of ideas/identity etc.