

## 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"> <li>Understanding of the plot, characters and themes of 'Anita and Me'.</li> <li>Understanding of the conventions of the bildungsroman genre.</li> <li>Knowledge and awareness of the context of migration in post-war Britain.</li> <li>Knowledge and awareness of the author, Meera Syal's life and background and how this might have influenced her writing of the novel.</li> <li>Awareness of key elements of structure and form for the bildungsroman genre.</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Through students' TEAL paragraphs on the novel (HT1).</li> <li>Through students' oral contributions in class.</li> <li>Through students increasing confidence in identifying the conventions of the bildungsroman genre.</li> <li>Through students' essay on the novel (HT2).</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Coherent TEAL writing.</li> <li>Coherent and well-planned essay writing.</li> <li>Ability to comment on the effect of structural devices.</li> <li>Coherent and developed essay writing with a convincing argument.</li> <li>Use of accurate terminology.</li> <li>Ability to evaluate a text within context of existing literary conventions (Bildungsroman).</li> </ul> <p><b>Assessment information</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
Spring	<p>Shakespeare: Tragedy</p> <p>Texts Through Time: Dystopian Literature</p>	<p>Starting with this extract, explore how Shakespeare presents Iago as a villain.</p> <p>How has Dystopian Literature changed over time? How can I write a successful piece of Dystopian Literature?</p>	<ul style="list-style-type: none"> <li>Knowledge of Shakespeare's methods of characterisation, particularly relating to the antagonist, Iago.</li> <li>Understanding of the plot of 'Othello'.</li> <li>Close analysis of Shakespeare's use of language to construct Iago as a villain.</li> <li>Knowledge of the tropes of Dystopian literature and how they have changed over time.</li> <li>Knowledge of the historical and literary context and how they have shaped Dystopian literature.</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Through students' increasing confidence in understanding Shakespeare's characterisation; ability to analyse Shakespearean language and writer's methods.</li> <li>Ability to apply knowledge of conventions to a range of texts and to show an understanding of where texts challenge or subvert the norm.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Constructing a coherent essay.</li> <li>Defining own line of argument.</li> <li>Through ability to write accurate, analytical TEAL paragraphs in response to 'Othello'.</li> </ul> <p><b>Assessment information</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Through analytical discussions of the Dystopian extracts.</li> <li>Through formative pieces of creative writing in the style of Dystopian literature.</li> <li>Through summative piece of creative writing in the style of Dystopian literature.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Understanding of the dystopian genre.</li> <li>Ability to write creatively in the style of a specific genre (Dystopian).</li> <li>Ability to plan and structure a creative piece of writing.</li> </ul>

				Assessment Point Information
Summer	<p><b>EOY Assessment</b></p> <p><b>How to be a journalist</b></p> <p><b>WW1 Poetry</b></p>	<p><b>How can I apply skills of language and structure analysis to an unseen extract?</b></p> <p><b>How can I write in a journalistic style?</b></p> <p><b>How can I write a convincing and compelling opinion piece article?</b></p> <p><b>What are the conventions of WW1 Poetry?</b></p> <p><b>How can I apply these conventions in my own writing?</b></p>	<ul style="list-style-type: none"> <li>Knowledge of subject terminology.</li> <li>Ability to apply skills learnt across Year 9 to extracts from 19th century.</li> <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> <li>Knowledge of key WW1 poets such as Wilfred Owen 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>	<p>• Students to write the opening to their own piece of Dystopian literature.</p> <p><b>Assessment Information</b></p> <ul style="list-style-type: none"> <li>Analysis of an unseen extract, specifically focusing on language and structure analysis.</li> </ul> <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Through students' own journalistic writing (comment pieces).</li> <li>Through ability to compare and contrast articles written about the same topic but with different perspectives/opinions.</li> <li>Construction of a piece of journalism which demonstrates the synthesis of knowledge and skill from across the Key Stage.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Constructing an argument.</li> <li>Interrogation of key concepts with careful consideration e.g. justice.</li> <li>journalistic writing.</li> <li>Evaluating a writer's viewpoint.</li> </ul> <p><b>Assessment information</b></p> <ul style="list-style-type: none"> <li>Non-fiction article in response to a statement.</li> </ul> <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Through ability to write a poem about war/conflict using some of the ideas and devices featured in WW1 poetry.</li> <li>Through oral contributions made in discussion of poems by Owen and Sassoon.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Knowledge of key poetic devices.</li> <li>Knowledge of different poetic forms e.g. sonnet.</li> <li>Ability to implement devices from WW1 poetry into own poems on the theme of conflict.</li> </ul> <p><b>Assessment information</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
		<ul style="list-style-type: none"> <li>Modern novel/play</li> <li>Shakespeare</li> <li>pre-20th century text</li> <li>Non-fiction creative writing</li> <li>Fiction creative writing</li> <li>Poetry</li> </ul>		