

Year 9

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn	<p>Texts Through Time: Dystopian Literature</p> <p>Shakespeare: Tragedy (to run over into Spring term by 3 weeks) - 9 weeks of study in total</p>	<p>How has Dystopian Literature changed over time? How can I write a successful piece of Dystopian Literature?</p> <p>Starting with this extract, explore how Shakespeare presents Iago.</p>	<ul style="list-style-type: none"> Knowledge of the tropes of Dystopian literature and how they have changed over time Knowledge of the historical and literary context and how they have shaped Dystopian literature 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. 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Through analytical discussions of the dystopian extracts Through formative pieces of creative writing in the style of dystopian literature Through summative piece of creative writing in the style of dystopian literature <p>Skills</p> <ul style="list-style-type: none"> Understanding of the dystopian genre Ability to write creatively in the style of a specific genre (dystopian) Ability to plan and structure a creative piece of writing <p>Assessment Point Information</p> <ul style="list-style-type: none"> Students to write the opening to their own piece of dystopian literature using the choice of two prompts <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 a convincing and coherent TEAL paragraph Defining own line of argument Through ability to write accurate, analytical TEAL paragraphs in response to Othello. <p>Assessment information</p> <ul style="list-style-type: none"> 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.
Spring	<p>Anita and Me (to start week 4 of Spring term 1) - 9 weeks of study in total</p>	<p>In what ways can Anita and Me be considered an example of the bildungsroman genre?</p>	<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 (peer-assessed/invisible feedback) Through students' oral contributions in class Through students increasing confidence in identifying the conventions of the bildungsroman genre Through students' essay on the novel (EOY) <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. This will form the EOY exam
Summer	<p>Journalism: perspectives and viewpoints</p> <p>WW1 Poetry</p>	<p>How can I write in a journalistic style? How can I write a convincing and compelling opinion piece article?</p> <p>What are the conventions of WW1 Poetry? How can I apply these conventions in my own writing?</p>	<ul style="list-style-type: none">Knowledge and understanding of features of journalistic comment writingAbility to compare and contrast journalistic writing from different perspectivesKnowledge of the art of rhetoric including a range of devices <ul style="list-style-type: none">Knowledge of key WW1 poets such as Wilfred Owen and Siegfried Sassoon.Close analysis of devices used in WW1 poems.Creative writing using devices found in WW1 poems.	<p>How understanding is assessed</p> <ul style="list-style-type: none">Through students’ own journalistic writing (comment pieces)Through ability to compare and contrast articles written about the same topic but with different perspectives/opinionsConstruction of a piece of journalism which demonstrates the synthesis of knowledge and skill from across the Key Stage <p>Skills</p> <ul style="list-style-type: none">Constructing an argumentInterrogation of key concepts with careful consideration e.g. justicejournalistic writingEvaluating a writer’s viewpoint <p>Assessment information</p> <ul style="list-style-type: none">Non-fiction article in response to a statement <p>How understanding is assessed</p> <ul style="list-style-type: none">Through ability to write a poem about war/conflict using some of the ideas and devices featured in WWI poetry.Through oral contributions made in discussion of poems by Owen and Sassoon. <p>Skills</p> <ul style="list-style-type: none">Knowledge of key poetic devicesKnowledge of different poetic forms e.g. sonnetAbility to implement devices from WWI poetry into own poems on the theme of conflict. <p>Assessment information</p> <ul style="list-style-type: none">Oral presentation. In groups of three: students are given a poem from WW1 which they analyse. They then use this poem for inspiration to write their own poem and provide a critical commentary on the poem they have written.
		<div><div></div>Modern novel/play</div> <div><div></div>Shakespeare</div> <div><div></div>pre-20th century text</div> <div><div></div>Non-fiction creative writing</div> <div><div></div>Fiction creative writing</div> <div><div></div>Poetry</div>		