

## 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 ‘Sign of the Four’ 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] - Year 9 Unit – The Novel (14 weeks)

What are we learning?	What knowledge, understanding and skills will we gain? <sup>i</sup>	What does mastery look like? <sup>ii</sup>	How does this build on prior learning? <sup>iii</sup>	What additional resources are available?
<p><b>How a novel is structured; how themes are controlled in novels; narrative patterns and tools; setting novels in context; characterisation; genre and purpose</b></p>	<p><b>Knowledge:</b> 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</p> <p><b>Understanding:</b> the purpose and understanding of how to employ narrative techniques; understanding</p>	<ul style="list-style-type: none"> <li>• <b>The ability to closely analyse the use of language to present characterisation or setting in a novel in the form of an essay</b></li> <li>• <b>The ability to trace and comment on the significance of key themes within a novel in the form of an essay</b></li> <li>• <b>The ability to identify and comment on structural</b></li> </ul>	<ul style="list-style-type: none"> <li>• Builds on <b>novel</b> units completed in Years 7 and 8 where the same key elements of knowledge, understanding, skills and essay writing practice are covered</li> <li>• Links back to the <b>Gothic</b> unit in Year 7 where genre is discussed in detail, along with what defines a theme in fiction novels</li> <li>• Builds on <b>Myths</b> unit in Year 7 where elements of fictional characterisation, structuring narratives and</li> </ul>	<p style="text-align: center;"><b>BBC Bitesize:</b></p> <p style="text-align: center;">Fiction Writing  <a href="https://www.bbc.co.uk/bitesize/topics/zn8tkmn">https://www.bbc.co.uk/bitesize/topics/zn8tkmn</a></p> <p style="text-align: center;">Reading Skills  <a href="https://www.bbc.co.uk/bitesize/topics/zs8nv4j">https://www.bbc.co.uk/bitesize/topics/zs8nv4j</a></p> <p style="text-align: center;">Creative writing skills  <a href="https://www.bbc.co.uk/bitesize/topics/zywfbk7">https://www.bbc.co.uk/bitesize/topics/zywfbk7</a></p> <p style="text-align: center;">Novels that shaped our world (example link, but in a series:)  <a href="https://www.bbc.co.uk/programmes/m000b8mh">https://www.bbc.co.uk/programmes/m000b8mh</a></p>

	<p><b>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</b></p> <p><b>Skills:</b> 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 texts and within texts; identifying narrative techniques</p>	<p><b>techniques used in a novel in the form of an essay</b></p> <ul style="list-style-type: none"> <li>• <b>The ability to link ideas in a novel to their wider social/historical context in the form of an essay</b></li> </ul>	<p>creative writing language techniques are studied</p> <ul style="list-style-type: none"> <li>• Builds on Year 8 <b>Suspense and Tension</b> unit where classic narrative structure is taught, how to build tension in writing and the impact of using non-linear narrative approaches</li> <li>• Builds on Year 8 <b>WAR</b> unit where the links between a text and its historical and social context are discussed and analysed</li> <li>• Links to <b>Shakespeare</b> unit where a range of language methods are learnt and, again, linking a text with its social and historical context is practised.</li> </ul>	
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**English - Year 9 Unit Perspectives in Poetry (6 weeks)**

What are we learning?	What knowledge, understanding and skills will we gain? <sup>1</sup>	What does mastery look like? <sup>2</sup>	How does this build on prior learning? <sup>3</sup>	What additional resources are available?
<p>How to appreciate and analyse poetry.</p> <p>How to compare two poems.</p>	<p><b>Knowledge:</b> Key Terms: Simile, metaphor, symbolism, figurative language, alliteration, assonance, enjambment, caesura, pace, onomatopoeia, personification, sibilance,</p>	<ul style="list-style-type: none"> <li>• Thoughtful, developed comparison</li> <li>• Examination of writer's methods with subject terminology used effectively to support</li> </ul>	<p><b>Year 8: war poetry</b></p> <p><b>Jessie Owens:</b> Who's for the Game? <b>and Wilfred Owen:</b> Dulce Et Decorum Est comparison</p>	<p><b>Podcasts by named poets on YouTube</b></p> <p><b>BBC Bitesize</b></p>

<p>How to approach unseen poems with confidence.</p>	<p>imagery, stanza, rhythm and rhyme; the ability to identify these within poems; the difference between the poet and the speaker</p> <p><b>Understanding:</b> 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</p> <p><b>Skills:</b> 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.</p>	<p>consideration of methods</p> <ul style="list-style-type: none"> <li>• Thoughtful consideration of how ideas are presented by the poet</li> <li>• A well-structured comparative essay that uses thesis statements effectively to drive the argument</li> </ul>	<p><b>Year 10/11 - Power and Conflict poems for Paper 2 GCSE Literature</b></p> <p><b>Analytical and comparative essays throughout KS3 and KS4</b></p>	<p><b>Further reading list: On Library Website</b></p> <p><b>Unseen Poetry CGP Text Books</b></p> <p><b>Unseen Poetry Yellow Books</b></p>
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What are we learning?	What knowledge, understanding and skills will we gain? <sup>[1]</sup>	What does mastery look like? <sup>[2]</sup>	How does this build on prior learning? <sup>[3]</sup>	What additional resources are available?
<p>Close study of The Crucible by Arthur Miller.</p>	<p><b>Knowledge:</b>            Conventions of 20<sup>th</sup> century drama; the structure of a play; What a Puritan is; Details of anti-Communist McCarthyism in the 20<sup>th</sup> century; Key themes and motifs within the play; Moral, ethical, biographical, literary, socio-historical contexts of the play; Critical interpretation of the play.</p> <p><b>Understanding:</b>            How language and structural features are used by the writer to create meaning; How the writers’ message and intentions are communicated to the reader; How contextual factors influence the text and how these are evident in the text.</p> <p><b>Skills:</b>            Analysing the writer’s use of language; Defending an interpretation with structured argument; Applying appropriate terminology in discussing texts; Structuring an essay in order to communicate effectively; Analysing how context has influenced a text.</p>	<ul style="list-style-type: none"> <li>• An ability to explore and develop an argument in a well-structured and fluent essay.</li> <li>• An understanding of Miller’s intentions in writing The Crucible and an ability to analyse the significance and influence of context on the play.</li> <li>• An ability to select key evidence from the text in order to defend one’s argument.</li> <li>• The ability to craft an extended, fluent and persuasive defence of an interpretation of the text.</li> </ul>	<p>Year 7 – study of the conventions of a play in T6 Sherlock Holmes; Relation to elements of the gothic in T2; Developing an understanding of analytical writing in T4 Myths and Legends.</p> <p>Year 8 – Study of a full play in T5 and T6; Understanding how tension is created using language and structure in Adventure T3.</p> <p>Year 9 – study of the novel and understanding how literature can be used to present a critique of society; Conflict between communism and capitalism in “Animal Farm.”</p> <p>Year 10 –Influence of historical context on a play or novel in An Inspector Calls (T1 and T2) and The Sign of Four (T3 and T4.)</p> <p>Year 11 – Conventions of a play in Macbeth; Understanding of the influence of historical antecedents on a text; Understanding the literary presentation of persecution</p>	<p>Media server has a copy of the film.</p> <p>An article by Miller for The New Yorker on “Why I Wrote The Crucible.”</p> <p>Newyorker.com/magazine/1996/10/21/why-wrote-the-crucible</p> <p>Article on McCarthyism and the Red Scare.</p> <p><a href="https://millercenter.org/the-presidency/educational-resources/age-of-eisenhower/mcarthyism-red-scare">https://millercenter.org/the-presidency/educational-resources/age-of-eisenhower/mcarthyism-red-scare</a></p>

			<p><b>in Power and Conflict anthology.</b>  <b>KS5 – Applying understanding of dramatic structure to the study of Hamlet; Understanding the conventions of Gothic literature</b></p> <p><b>Analytical essays throughout KS3, KS4 and KS5.</b></p>	
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**[English] - Year 9 Speak Out/Language Paper Two (5 weeks)**

<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?</b>	<b>What does Mastery look like?</b>	<b>How does the build on prior learning</b>	<b>What additional resources are available?</b>
<p><b>How to approach two non-fiction texts and make comparisons between texts</b></p> <p><b>Exploring how texts can change over time</b></p> <p><b>How to write and deliver an effective speech</b></p>	<p><b>Knowledge:</b> the difference between texts written in different time-periods; what happened in Aberfan; the London earthquake in the 19th Century; different forms and purposes of writing; the format of language paper 2; how to plan, write and deliver an effective speech; speeches delivered by a variety of iconic speakers (Churchill, Malala, Martin Luther King)</p>	<ul style="list-style-type: none"> <li>• <b>An understanding of how to use pathos, ethos and logos in arguments</b></li> <li>• <b>The ability to produce and deliver a structured, formal presentation for an audience of peers.</b></li> <li>• <b>An ability to select examples of language and techniques that create specific effects and explore them,</b></li> </ul>	<p><b>KS2:</b> <i>discuss and evaluate how authors use language, including word types and figurative language, considering the impact on the reader.</i></p> <p><i>Building on knowledge of word types, punctuation and techniques and selecting appropriate ones for their own writing.</i></p> <p><i>Identifying the audience and purpose of the writing.</i></p>	<p><b>Knowledge Organiser</b></p> <p><b>Speeches that Shook the World (on the Media Server)</b></p> <p><b>Other important speeches (on the G-drive)</b></p> <p><b>Lesson resources on G-drive</b></p> <p><b>Non-fiction reading list in the library</b></p>

	<p><b>Understanding:</b> 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.</p> <p><b>Skills:</b> comparison of connecting ideas across texts using a range of techniques to create specific effects; selecting and exploding quotations; writing exam-style answers within specific time-limits; writing using different voices to reflect purpose, audience and form; presenting in a formal situation.</p>	<p><b>linking to the effects the writer was trying to create.</b></p> <ul style="list-style-type: none"> <li>• <b>An ability to make comparisons across texts.</b></li> </ul>	<p><b>Year 7 - Science Fiction, different types and purposes of writing</b></p> <p><b>Year 8 - Language paper skills and understanding from the non-fiction texts in the War SOW</b></p> <p><i>Links to language paper skills and understanding from the novel SOWs in years 7, 8 and 9</i></p>	
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[English] - Year 9 Unit The Strange Case of Dr Jekyll and Mr Hyde (7 weeks)

What are we learning?	What knowledge, understanding and skills will we gain? <sup>1</sup>	What does mastery look like? <sup>2</sup>	How does this build on prior learning? <sup>3</sup>	What additional resources are available?
An initial study of The Strange Case of Dr Jekyll and	<b>Knowledge:</b> Who the key characters are and their place within the mystery genre; the role of crime and the police, duality, class, the Industrial	-The ability to structure an essay, focusing on		Project Guttenberg links to different free

<p>Mr Hyde, by Robert Louis Stevenson, in preparation for full studying and annotation in Year 11. Focus on the presentation of character and plot.</p>	<p>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.</p> <p><b>Understanding:</b> 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.</p> <p><b>Skills:</b></p> <p>Exploding quotations to explore layers of meaning, identifying 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.</p>	<p>how to construct an ARGUMENT in answer to the question</p> <p>-The confidence to formulate arguments and perspectives about Stevenson’s intentions and views about Victorian society and identity.</p>	<p>Year 7: Study of the Gothic and its conventions</p> <p>Study of Sherlock Holmes and the Limehouse Horror play</p> <p>Year 8:</p> <p>Adventure and Tension: study of Victorian Literature extracts</p> <p>Year 7 – 9: novel study</p> <p>Analytical essays throughout year 7 – 9, SQUAD analysis and exploding quotations</p>	<p>versions ready for download: <a href="http://www.gutenberg.org/ebooks/2097">http://www.gutenberg.org/ebooks/2097</a></p> <p>Film version: <a href="https://www.youtube.com/watch?v=aAKCyfpcOIs">https://www.youtube.com/watch?v=aAKCyfpcOIs</a></p>
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<sup>i</sup> **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.

<sup>ii</sup> **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%.

<sup>iii</sup> 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?