

<p><b>Year 9</b> <b>HT 1</b></p>	<p><b><u>Content, skills, objectives</u></b> <b>Travel Writing/19<sup>th</sup> Century Non-Fiction</b></p> <ul style="list-style-type: none"> <li>• Write effectively for different purposes/audiences</li> <li>• Select vocabulary grammar and form which is effective for audience/purpose</li> <li>• Use language and form creatively and imaginatively</li> <li>• Maintain coherence across a text</li> <li>• Vary sentences/vocabulary for effect</li> <li>• Use a range of punctuation to clarify/enhance meaning</li> <li>• Analyse writer’s use of language/structure</li> <li>• Explore how writers present perspectives/feelings/ideas</li> </ul> <p><b>W1a, b, c. W3a, b, c</b> <b>GV1b, R1C, R2a, c, e, g</b></p>	<p><b><u>Teaching and Learning resources, keywords</u></b></p> <ul style="list-style-type: none"> <li>• Study a range of travel texts from different times</li> <li>• Concept of journeys (physical and metaphorical)</li> <li>• Purpose of travel writing/understanding of different genres, styles and conventions</li> <li>• Use of fact and opinion to present location</li> <li>• Use of a picture to inspire writing</li> <li>• balancing facts and description;</li> <li>• use of sentence structures and punctuation to help build mood and description;</li> <li>• use of tense and the effects; structuring a whole text;</li> <li>• <b>authorial/narrative voice</b> creating tone to match audience and purpose;</li> <li>• <b>language/grammatical features: noun phrases, hyperbole, superlatives, comparatives, imperatives, relative clauses, rhetorical questions; adverbial phrases, prepositions, use of humour</b></li> </ul> <p>NHTW: <b>cacophony, beguiling, awe-inspiring, alluring</b> (see sheet for further examples)</p> <p>Resources (shared area): resource pack – Journeys, PPT resources, extracts/examples of writing, IGNITE English resources</p> <p>Texts/writers to consider: Bryson, Dickens, Kate Humble, Paul Theroux, John Mandeville (see MTP for further examples)</p> <p>Video resources: Simon Reeve Incredible Journeys (IPlayer), YouTube examples including Vagabrothers</p>	<p><b><u>Assessment</u></b></p> <p>Short writing tasks using examples of travel writing as models. Big Write tasks (see MTP) Recall/retrieval tasks; literacy starters</p> <p>Key assessment writing task: developed piece of travel writing in the style of contemporary travel writer (eg Bill Bryson)</p> <p>Reading assessment task: How are feelings/perspectives presented in “<i>Accounts from the First Men on the Moon</i>”</p> <p>Writing marked using GCSE writing mark scheme, awarded mark out of 40 (relate to 4+/5+/7+ criteria) Green pen responses in exercise books.</p> <p><b><u>Homework</u></b></p> <p>Pupils to research places to explore in writing, find photos/images to use as inspiration for writing, annotation of travel writing texts</p>	<p><b><u>CEIAG</u></b> <b><u>Opportunities including roles and competencies</u></b> <b><u>Competencies:</u></b> communication, <b><u>Career role/focus:</u></b> copy writer/advertising</p>
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<p><b>HT 2</b></p>	<p><b><u>Content, skills, objectives</u></b>  <b>Shakespeare's Villains</b></p> <ul style="list-style-type: none"> <li>• Understand literary archetypes of villains</li> <li>• Conventions of characters and their roles within tragedy/comedy</li> <li>• Write analytically in academic style</li> <li>• Make comparisons across two texts</li> <li>• Analyse how writers use language, form and structure to present character</li> <li>• Explore writer's intentions through character</li> <li>• Show familiarity with social/historical context in relation to character types</li> <li>• Use vocabulary, sentences to create character</li> </ul> <p><b>R1B, R2b, c, d, e, g, h, R3. W1a, b,c</b></p>	<p><b><u>Teaching and learning resources, keywords</u></b></p> <p>Relevant extracts from Shakespeare plays: Henry IV, Richard III, Much Ado About Nothing, Othello</p> <ul style="list-style-type: none"> <li>• Explore concept of heroes and villains in texts generally</li> <li>• Explore traits/types of villain</li> <li>• Review/synopsis of plays: create play profile</li> <li>• Themes: honour, betrayal, deception, ambition,</li> <li>• Conventions of genre: tragedy, comedy, history</li> <li>• Dramatic techniques: soliloquy, dramatic irony, structural focus</li> <li>• <b>Writer's intention</b> (focus on Richard III)</li> </ul> <p>PPT resources relevant to study of characters (Falstaff, Richard, Iago – see MTP and group drive)  Selection of youtube video clips for each play focussed on character (see MTP and group drive)  NHTW: <b>contempt, malicious, nefarious, coercive, immoral, corrupt</b> (see sheet for further examples, differentiate as appropriate.)</p>	<p><b><u>Assessment</u></b></p> <p>Shorter analytical pieces on individual characters initially as Big Write (e.g.: How does Shakespeare use language to present Falstaff as heroic/villainous? Why does Shakespeare present Richard as a villain?)</p> <p><u>Key reading assessment task:</u> Comparison of presentation of villains in two Shakespeare plays. (potential focus on one text for lower ability groups)</p> <p>Possible writing task: description of pupil's own villain</p> <p><b><u>Homework</u></b></p> <p>Independent study of villains in film, TV, literature etc. Research on the real-life villains Shakespeare writes about. Literary reading on character archetypes/conventions of genre (British Library website)</p>	<p><b><u>CEIAG Opportunities including roles and competencies</u></b></p> <p><u>Competencies:</u>  <b>Creativity, literacy</b></p> <p><u>Career role focus</u>  <b>Writing and Publishing</b></p>
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<p><b>HT 3</b></p>	<p><b><u>Content, skills, objectives</u></b></p> <p><b><u>Reading: Gothic Short Stories</u></b></p> <ul style="list-style-type: none"> <li>• Understand and explore conventions of the gothic</li> <li>• Analyse how writers use language, structure, form</li> <li>• Explore writer’s intentions</li> <li>• Recognise significance of social and historical context</li> <li>• Recognise significance of literary heritage</li> <li>• Write critically in a suitably academic style</li> </ul> <p><b>R1C, R2b, b c, d, e,f, g, h</b></p>	<p><b><u>Teaching and learning resources, keywords</u></b></p> <p>Introduction to genre (define conventions Sinister settings, mystery / fear, Supernatural / paranormal activity, emotional distress / insanity, an anti-hero considers art/architecture)</p> <ul style="list-style-type: none"> <li>• <b>Pathetic fallacy</b> <ul style="list-style-type: none"> <li>• Use of adjectives and verbs to create a horrific atmosphere. Use of nouns to describe the creature and his reaction to it.</li> <li>• Use of <b>oxymoron / paradox</b> (contrasting images of the creature)</li> </ul> </li> </ul> <p>Frankenstein as the <b>anti-hero</b> (obsessive, insane behaviour)</p> <ul style="list-style-type: none"> <li>• <b>The Signalman:</b> Use of <b>adjectives / verbs / adverbs / noun phrases</b> to establish mysterious / sinister atmosphere.</li> <li>• <b>Pathetic Fallacy</b></li> <li>• Sensory Language</li> <li>• Sentence structures</li> <li>• Use of <b>prepositional phrases</b></li> <li>• <b>The Tell-Tale Heart:</b> Repetition</li> <li>• Juxtaposition</li> <li>• Metaphor</li> </ul> <p>Extracts from gothic texts, paintings and art, film clip examples (Sleepy Hollow)</p> <p>NHTW: <b>transgression, ominous, hysteria, misogyny</b> (other examples in shared area, differentiate as appropriate)</p>	<p><b><u>Assessment</u></b></p> <p>See MTP for suggested Big Write ideas.</p> <p>Shorter analysis on extracts throughout the study of the stories (see MTP)</p> <p><u>Key reading assessment:</u> Explore how Poe presents the theme of madness in A Tell-Tale Heart</p> <p><b><u>Homework</u></b></p> <p>Find a film / TV show / book that fits the gothic conventions and explain how it fits. Make a mood board of gothic images, words and ideas. Exploration of insanity using the articles in shared area: what were the two opposing views of insanity</p>	<p><b><u>CEIAG Opportunities including roles and competencies</u></b></p> <p><u>Competencies:</u> <b>Creativity and literacy</b></p> <p><u>Career role focus:</u> <b>Publishing</b></p>
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<p><b>HT4</b></p>	<p><b><u>Content, skills, objectives</u></b>  <b>Descriptive and Narrative writing – Gothic Conventions</b></p> <ul style="list-style-type: none"> <li>• To explore how writers, use vocabulary, language techniques and sentence structures to create effect (NCR5b, 5c, 5d, R6a)</li> <li>• To make comparison of writers’ use language for effect (R6e)</li> <li>• To develop skills for descriptive/narrative writing including structure, vocabulary sentence construction, narrative perspective (W1, W2d, W3, W4, W6a, W6b, W6c, GV1b)</li> <li>• To introduce pupils and create generic elements of Gothic Writing (W5, GV1c, GV1d, GV1e, GV1f)</li> </ul>	<p><b><u>Teaching and learning resources, keywords</u></b></p> <p>To understanding how to introduce character and setting</p> <p>To consider how to build tension and engage the reader</p> <p>To explore the structure of narrative and beginnings and endings</p> <p>To employ gothic literary devices into their own writing: pathetic fallacy, authorial voice, symbols and motifs, etc</p> <p>Literary devices to build tone, description: pathetic fallacy, expanded noun phrases, adverbials, metaphors, symbols and motifs, narrative voice, etc</p> <p>Freytag’s conventions of structure: exposition, climax, denouement etc</p> <p>Reading: Extracts from - <i>Dracula, Jane Eyre, Macy Day Parade, The Raven, Dorian Gray, Jekyll and Hyde</i></p> <p><b><u>Vocabulary</u></b>      beguiling, palpable, macabre, skeletal, clamouring, fixation (see NHTW sheet for further examples.)</p>	<p><b><u>Assessment</u></b></p> <p>Tests on grammar features. Range of shorter writing tasks relating to use of specific grammar and linguistic features of the genre. (Teacher modelling before writing) Use of still image and film clips to aid this</p> <p>A crafted Gothic narrative      Broken down into key areas of:</p> <ul style="list-style-type: none"> <li>• Openings</li> <li>• Atmosphere/setting</li> <li>• Introduction of character</li> <li>• Endings</li> </ul> <p>Marked using GCSE Writing mark scheme. Green pen response in exercise books; modelled teacher response to guide improvements</p> <p><b><u>Homework</u></b>      Annotation of dystopian extracts for features. Independent writing tasks building up to main assessments.</p>	<p><b><u>CEIAG</u></b>  <b><u>Opportunities including roles and competencies</u></b></p> <p><u>Competencies:</u>  <b>Teamwork, problem-solving</b></p> <p><u>Career role focus:</u>  <b>Public Relations, tourism</b></p>
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<p><b>HT5</b></p>	<p><b><u>Content, skills, objectives</u></b></p> <p><b>Poetry: William Blake</b></p> <ul style="list-style-type: none"> <li>• Explore social and historical context (R1,2a)</li> <li>• Explore and analyse range of poetic forms, language and structural techniques (R1a, R2c, d, g)</li> <li>• Make critical comparisons between poems and poems across time (R2h)</li> <li>• Continue to develop skills in academic writing centred around writer’s intentions (W1a,b, c)</li> <li>• Use poetic form, language techniques, structural techniques in their own writing (W4, 5, GV1b, c)</li> <li>• Develop skills for descriptive writing (W1, W2d, W3, W4, W6a, W6b, W6c, GV1b)</li> </ul>	<p><b><u>Teaching and learning resources, keywords</u></b></p> <p>To develop ideas about the gothic and poet as voice for change which links to GCSE study of other poetry/texts.</p> <p>Contextual information on French Revolution, ideas about religion and society, inequality.</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>• Power and exploitation</li> <li>• Corruption</li> <li>• Childhood/purity</li> <li>• Romanticism</li> </ul> <p>Poetic form: ballad, free verse, regular stanzas, monologue</p> <p>Language and structural focus: violent imagery, patriotic imagery, aural imagery, plosives, alliteration, tactile imagery, Biblical allusion, personification, enjambment, caesura, verb choices, in media res, , contrast, consonance, volta, pararhyme, quatrain, couplet, cyclical, pronouns, irony, juxtaposition, flashback, iambic pentameter</p> <p>NHTW across different poems. Vocabulary for poems: Radical, hypocrisy, liberty, parody, non-conformist, social critique, morality</p>	<p><b><u>Assessment</u></b></p> <p>Recall/retrieval tests on poetic terminology/quotation etc</p> <p>Comparison of the <i>Chimney Sweeper</i> poems.</p> <p>How does Blake present his dissatisfaction with the way people have to live in <i>London</i>?</p> <p>Big Write tasks as identified. (e.g.: Writing in the style of Blake)</p> <p>Assessment pieces marked using GCSE Lit mark scheme. Green pen response in exercise books; modelled teacher response to guide improvements</p> <p><b><u>Homework</u></b></p> <p>Research on Blake/French Revolution/philosophy and beliefs, critical reading British Library website. K. Organiser work</p>	<p><b><u>CEIAG</u></b></p> <p><b><u>Opportunities including roles and competencies</u></b></p> <p><u>Competencies:</u> <b>Presenting, creativity</b></p> <p><u>Career role focus:</u> <b>proof-reading, editing, publishing</b></p>
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<p><b>HT6</b></p>	<p><b><u>Content, skills, objectives</u></b></p> <p><b>Modern Drama (GCSE Literature Paper 2)</b>  <b>An Inspector Calls</b>  <u>literal and inferential comprehension:</u>          understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events  <b>(Rn1c, R2a, c, d R3, c, GV1b, d)</b>  <u>critical reading:</u> identifying the theme a; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response <b>(R2c, d, e, g, R3, W1b)</b></p> <p><u>evaluation of a writer's choice of vocabulary, grammatical and structural features:</u> analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation <b>(R2a, b, g, W1b, c, GV1a, d)</b>  <u>producing clear and coherent text:</u> writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references <b>(W1a, b, c.)</b></p>	<p><b><u>Teaching and learning resources, keywords</u></b></p> <ul style="list-style-type: none"> <li>• Biography of J B Priestley (political views etc)</li> <li>• Historical context: 1912/1945, gender, class, Socialism/Capitalism. Link to writer's intentions</li> <li>• Genre conventions: Morality play, the Whodunnit, The Unities (time place, action)</li> <li>• Stagecraft (entrances, exits, time, sound= ringing, slamming props= the ring, the door, phone, furniture, lighting)</li> <li>• Stage direction reflecting characters' change</li> <li>• Characters' symbolic roles including Edna, Joe Meggarty</li> <li>• Dramatic irony</li> <li>• Critical theory: Todorov, "othering" in relation to Eva</li> <li>• Foreshadowing</li> </ul> <p>Themes:</p> <ul style="list-style-type: none"> <li>• Power and exploitation</li> <li>• Responsibility</li> <li>• Younger/older generation</li> <li>• Class/gender</li> </ul> <p><b><u>Vocabulary</u></b> (NHTW for each act) penitent, obstinate, altruistic, conceited, culpable, superficial, avaricious, omniscient, revelation</p>	<p><b><u>Assessment</u></b></p> <p>Assessment: Knowledge recall and retrieval while reading the text including quotation revision and multiple choice questioning on plot/character/techniques</p> <p>Analysis of: stage direction at beginning / Birling's presentation in act 1 (dramatic irony/rhetoric)          Comparison of Birling/Inspector's speeches</p> <p>Language analysis on key scenes</p> <p>Exam style questions on character and theme e.g.:          Responsibility/Role of men, women/selfishness/change in attitudes</p> <p>When feeding back, pupils to have good quality models to refer to. Green pen responses in exercise books independently.</p> <p><b><u>Homework</u></b></p> <p>Research on context, author, critical reading British Library website. K. Organiser work</p>	<p><b><u>CEIAG</u></b></p> <p><b><u>Opportunities including roles and competencies</u></b></p> <p><u>Competencies:</u>  <b>aiming high and communication</b></p> <p><u>Career role/focus:</u>  <b>Law and legal Public Relations</b></p>
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