

# English Curriculum Map

<b>Intent:</b> <ul style="list-style-type: none"><li>Students will learn how to communicate confidently, creatively and articulately in the spoken and written form, including explicit teaching of Grammar to ensure students have equality of opportunity</li><li>Provide opportunities for students to read a wide range of Literature, enabling them to understand different viewpoints and respond sensitively and insightfully</li><li>We want our students to approach Literature both chronologically and thematically to aid them in understanding how Literature has developed over time</li></ul>		<b>Intrinsic Subject Value:</b> <ul style="list-style-type: none"><li>Understanding written and spoken communication</li><li>Being able to communicate your ideas clearly and effectively</li><li>Understanding your place in the world and how attitudes to key issues have developed and changed over time</li><li>Being confident in expressing your views and appreciating the views of others</li></ul>			
<b>KS2 English Curriculum</b> <ul style="list-style-type: none"><li>Read easily, fluently and with good understanding</li><li>Develop habit of reading widely and often, for both pleasure and information</li><li>Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li><li>Appreciate our rich and varied literary heritage</li><li>Write clearly, accurately, and coherently, adapting language to suit audience, purpose and context</li><li>Use discussion in order to learn</li><li>Are competent in the arts of speaking and listening making formal presentations, demonstrating to others and participating in debate</li></ul>		<b><u>English themes that run through the curriculum</u></b> <div><div></div> Relationships</div> <div><div></div> Inequality</div> <div><div></div> Conflict</div> <div><div></div> Literary Techniques</div> <div><div></div> Grammar</div>			
<div><div><div>Year 7</div><div>Relation ships</div></div></div>	<b><u>Non – Fiction: <i>The Art of Rhetoric</i></u></b> <b>Rationale:</b> This unit explores the origins of rhetoric and how Aristotle’s triad can support students in building a relationship with their audience that is based on trust, logic and emotion. They will watch a range of speeches and consider how the speaker engages with their audience. Following this, they will construct and perform their own speeches. <b><u>Substantive Knowledge:</u></b> Who was Aristotle? What is rhetoric? What is oracy? What is the Aristotelian triad? What is pathos? What is logos? What is ethos? What are persuasive techniques? What is direct address and how is it persuasive? How can pronouns be used to persuade an audience? What is alliteration? What is an anecdote? How can facts be used persuasively? What is a rhetorical question? What is repetition? What is emotive language? What are statistics and how are they used persuasively? What is a triple and how can it be used persuasively? What is standard English and why is it important? What are superlatives? <b><u>Disciplinary Knowledge:</u></b> How do writers use logos to structure an argument? How do writers use rhetorical techniques to connect with their audience? How do speakers portray confidence? How do speakers use rhetorical appeals?	<b><u>Shakespeare: <i>Relationships with Others</i></u></b> <b>Rationale:</b> This unit establishes the theme of relationships and looks at different forms of relationships across a selection of Shakespeare’s works. Students are able to explore familial, romantic and platonic relationships and how these were viewed in the context of Elizabethan and Jacobean societies. <b><u>Substantive Knowledge:</u></b> Who was William Shakespeare? What does genre mean? What is a playwright? Who is the protagonist? Who is the antagonist? What does the word theme mean? What does context mean? What does patriarchal mean? What’s the difference between a comedy and a tragedy? What is a monarch? What were the differences between the Jacobean and the Elizabethan eras? What does oppression mean? What was the relationship like between Shylock and Antonio? What was the relationship like between Shylock and Jessica? What is an exclamatory sentence? What is a monologue? What is symbolism? <b><u>Disciplinary Knowledge:</u></b> How do literary critics articulate a personal response? How do they state an opinion? How do they give a detailed response? How do they give a relevant example from the play? How do they make links between the text and the writer?	<b><u>The Gothic</u></b> <b>Rationale:</b> This unit further explores the theme of relationships during the Victorian era. Students will examine the relationship between Victorian society and the Gothic, getting the opportunity to unpick the fascination with the genre and why it became so popular. <b><u>Substantive Knowledge:</u></b> What is the Gothic genre? What are the conventions of the Gothic genre? What was Frankenstein’s relationship with his creation like? What was the monster’s relationship with society like? What is pathetic fallacy? What is personification? What is imagery? (Light vs dark/animal) How do writers use adjectives to build character? (comparative) What is an anti-hero? What is an anti-villain?  <b><u>Disciplinary Knowledge:</u></b> How do literary critics analyse? How do they identify relevant quotations? How do they form comments on the impact of language? How do they consider the writer’s desired impact on the reader?  <b><u>Prior learning / retrieval:</u></b> <i>protagonist, antagonist, genre, characterisation, plot, theme, narrative voice, setting, pathetic fallacy, repetition, monarch, theme, metaphor, symbolism , proper nouns, adjective, verb</i>  <b><u>Links to KS3 NC:</u></b> <ul style="list-style-type: none"><li>Studying a range of authors</li><li>Studying pre-1914 literature</li><li>Reading seminal world literature</li></ul>	<b><u>Language: <i>Crafting Character</i></u></b> <b>Rationale:</b> This unit focuses on how writer’s use language and structure to build characters, and present their relationships with others. Students will study how writers establish characterisation and create their own exposition of a story focusing on the presentation of a character. <b><u>Substantive Knowledge:</u></b> What is narrative structure? What is narrative voice? (Active vs passive) How can nouns and noun phrases be used to craft character? How can we use prepositions to build a description? How can I use verbs to build a description of a character? How can I use adverbs to build a description of character? What is dialogue and how can it be used to create character? <b><u>Disciplinary Knowledge:</u></b> How do writers create narrative voices? How do writers use description to build character? How do writers use structure to create atmosphere and effect? <b><u>Prior learning / retrieval:</u></b> <i>Adjectives, pronouns, TiP-ToP, paragraphing, apostrophe, verbs, adverbs, noun phrase, conjunctions, narrative, verbs, nouns</i> <b><u>Links to KS3 NC:</u></b> <ul style="list-style-type: none"><li>To write accurately and fluently</li><li>To plan, draft, edit and proof-read</li><li>Use Standard English confidently in their own writing and speech</li><li>To apply knowledge of vocabulary, grammar and text structure</li></ul> <b><u>Disciplinary literacy:</u></b>	<b><u>Refugee Boy</u></b> <b>Rationale:</b> This final unit focuses on relationships in contemporary society and our society’s relationship with cultural identity in preparation to move onto the theme of inequality in Year 8.  <b><u>Substantive Knowledge:</u></b> Who is the protagonist? Who is the antagonist? How is the plot structured? What themes are explored throughout the novel? What is a multiple narrative? To understand the plot, characters and themes in Refugee Boy What is a metaphor and how does Zephaniah use them to present Alem’s emotions? What is empathy? What is a diatribe? What do the words rhyme and rhythm mean? What are analytical verbs? <b><u>Disciplinary Knowledge:</u></b> How do literary critics articulate a personal response? How do they state an opinion? How do they give detailed responses? How do they identify relevant examples from a text? How do they make links between text and writer? How do they make links between the writer and context? How do literary critics analyse? How do they identify relevant quotations? How do they form comments on the impact of language? How do they consider the writer’s desired impact on the reader? How do they analyse single words? <b><u>Prior learning / retrieval:</u></b>

	<p>How do speakers use tone and intonation when performing?</p> <p>How do speakers apply Aristotle’s triad to appeal to their audience?</p> <p><b><u>Prior learning / retrieval:</u></b></p> <p><i>Pronouns, conjunctions, non-fiction writing, rhetorical question, alliteration, persuasion, adjective</i></p> <p><b><u>Links to KS3 NC:</u></b></p> <ul style="list-style-type: none"><li>● To consider audience and purpose</li><li>● To build and support arguments with factual detail</li><li>● Use Standard English confidently in their own writing and speech</li><li>● To plan, draft, edit and proof-read</li></ul> <p><b><u>Disciplinary literacy:</u></b> Noun, rhetoric, pathos, logos, ethos, persuasive, oracy, anecdote</p> <p><b><u>Assessment:</u></b></p> <p><b>Formative through use of questioning - ½ termly review and resequence.</b></p> <p>Students to complete a ‘cold write’ task at the beginning of the unit. At the end, they will complete a ‘hot write’ which will be marked and students will receive whole class feedback.</p>	<p><b>How do they make a link between the writer and context?</b></p> <p><b><u>Prior learning / retrieval:</u></b></p> <p><i>Decoding, summary, inference, Character, plot, repetition, rhetorical question, emotive language, play features, nouns, adjectives, adverbs, pronouns</i></p> <p><b><u>Links to KS3 NC:</u></b></p> <p>Etymology Shakespeare Inference Reading seminal world literature</p> <p><b><u>Disciplinary literacy:</u></b></p> <p>play, playwright, character, plot, theme, context, genre – comedy/tragedy Jacobean, Elizabethan, oppression</p> <p><b><u>Assessment:</u></b></p> <p><b>Formative through use of questioning - ½ termly review and resequence.</b></p> <p>Knowledge test covering substantive knowledge plus disciplinary knowledge outlined above</p>	<p><b><u>Disciplinary literacy:</u></b></p> <p>Romanticism, foreshadowing, anti-hero, anti-villain, convention</p> <p><b><u>Assessment:</u></b></p> <p><b>Formative through use of questioning - ½ termly review and resequence.</b></p> <p>Knowledge test covering substantive knowledge plus disciplinary knowledge outlined above</p>	<p>Characterisation, imperative, dialogue, imitation, innovation,</p> <p><b><u>Assessment:</u></b> <b>Formative through use of questioning - ½ termly review and resequence.</b></p> <p>Students to complete a ‘cold write’ task at the beginning of the unit. At the end, they will complete a ‘hot write’ which will be marked and students will receive whole class feedback.</p>	<p><i>Dialogue, protagonist, metaphor, emotive language, symbolism, characterisation, plot, antagonist, simile, verb, noun, proper noun,</i></p> <p><b><u>Links to KS3 NC:</u></b></p> <ul style="list-style-type: none"><li>● Studying setting, plot and characterisation</li><li>● Studying contemporary fiction</li><li>● Making inferences and referring to evidence in the text</li><li>● Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li></ul> <p><b><u>Disciplinary literacy:</u></b></p> <p>empathy, anomaly, multiple narrators, metaphor, refugee, asylum, displacement, persecution, pathos</p> <p><b><u>Assessment:</u></b></p> <p><b>Formative through use of questioning - ½ termly review and resequence.</b></p> <p><i>Knowledge test covering substantive knowledge plus disciplinary knowledge outlined above, including interleaved knowledge from previous topics</i></p>
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<div> <div>Yea</div> <div>r 8 – Inequality</div> </div>	<p><b><u>Shakespeare: Much Ado about Nothing</u></b></p> <p><b>Rationale:</b> This unit provides an opportunity for students to study a Shakespearean comedy. Despite its genre, this play includes a range of conflicts mostly stemming from gender and class inequality.</p> <p><b><u>Substantive Knowledge:</u></b> What are the key events that occur? Why did Shakespeare explore the themes of gender, love and marriage? What are the conventions of a comedy? What is dramatic irony? What is a foil? What are the similarities between Queen Elizabeth I and Beatrice (Tilbury speech)? What is juxtaposition and how does Shakespeare use it? How does Shakespeare use animal imagery for effect?</p> <p><b><u>Disciplinary Knowledge:</u></b> How do literary critics articulate a personal response? How do they make a link between the text and the writer? How do they analyse language? How do they make links between the writer and context?</p> <p><b><u>Prior learning / retrieval:</u></b> <i>plot, stage directions, protagonist, honour, antagonist, theme, monarch, genre, tragedy, comedy, play, playwright, patriarchal, illegitimate, characterisation, gender and racial inequality, Elizabethan, social class, hierarchy, analysis, patriarchy, conflict, stage directions, convention, noun, proper noun, adjectives, verbs, adverbs</i></p> <p><b><u>Links to KS3 NC:</u></b></p> <ul style="list-style-type: none"> <li>• Reading seminal world literature</li> <li>• Studying Shakespeare</li> <li>• Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> </ul> <p><b><u>Disciplinary literacy:</u></b> <i>Deception, illegitimate, foil, allusion,</i></p> <p><b><u>Assessment:</u></b> <b>Formative through use of questioning - ½ termly review and resequence.</b> Knowledge test covering substantive knowledge plus disciplinary knowledge outlined above</p>	<p><b><u>Language: Building tension</u></b></p> <p><b>Rationale:</b> This scheme builds on the knowledge established in the Year 7 scheme, ‘Crafting Character’. Students will learn how to use their knowledge of narrative structure to create an exposition that builds tension through a number of structural and language techniques.</p> <p><b><u>Substantive Knowledge:</u></b> What is tension? What is tone and how does it affect the audience? What is an extended metaphor and how is it effective? How can adverbs be used to create tension? How can I use simple sentences to build tension? How can I use compound and complex sentences to build tension? How can I use adverbial/adjectival clauses to create tension? How can I use clauses (prepositional/subordinate) to create tension? What is an interrogative sentence and how does it create tension?</p> <p><b><u>Disciplinary Knowledge:</u></b> How do writers use techniques to create tone and tension? How do writers use description to create tone and tension? How do writers use grammatical devices to create tone? How do writers use structural techniques to create tone and tension?</p> <p><b><u>Prior learning / retrieval:</u></b> <i>narrative structure, exposition, rising action, climax, denouement, verbs, noun phrases, setting, pathetic fallacy, ellipsis, adverbs, nouns, similes, metaphors, personification,</i></p> <p><b><u>Links to KS3 NC:</u></b></p> <ul style="list-style-type: none"> <li>• To apply knowledge of vocabulary and grammar</li> <li>• To draw on knowledge of literary devices to enhance writing</li> <li>• To plan, draft, edit and proof-read</li> <li>• To amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> </ul> <p><b><u>Disciplinary literacy:</u></b> <i>Freytag Pyramid structure, exclamatory sentence, interrogative sentence, declarative sentence, colon, <b><u>Assessment:</u></b></i></p> <p><b>Formative through use of questioning - ½ termly review and resequence.</b> Students to complete a ‘cold write’ task at the beginning of</p>	<p><b><u>Of Mice and Men</u></b></p> <p><b>Rationale:</b> This unit builds on the overarching theme of inequality. It enables students to understand how different characters face a different form of inequality during 1930s American society. This novella allows for critical discussion and it builds compassion and understanding in our students.</p> <p><b><u>Substantive Knowledge:</u></b> What is a novella? What is the plot of the novella? What is an allegory? Who was John Steinbeck? What was American society like in the 1930s? (Dust bowl/segregation/Great Depression) What is colour imagery? What is dialect? How does Steinbeck use different forms of irony? How does Steinbeck use foreshadowing? What is a connotation? <b><u>Disciplinary Knowledge:</u></b> How do literary critics analyse? How do they identify relevant quotations? How do they form comments on the impact of language? How do they consider the writer’s desired impact on the reader? How do they embed single word analysis to add depth to their analysis?</p> <p><b><u>Prior learning / retrieval:</u></b> <i>Animal imagery, foreshadowing, symbolism, metaphor, simile, dramatic irony, personification, connotation, patriarchal society , protagonist, antagonist, verb, noun, adjectives, sentence structure</i></p> <p><b><u>Links to KS3 NC:</u></b></p> <ul style="list-style-type: none"> <li>• Reading seminal world literature</li> <li>• Reading contemporary fiction</li> <li>• To know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> </ul> <p><b><u>Disciplinary literacy:</u></b> <i>Migrant, poverty, allegory, dialect, novella, segregation, prejudice, corruption, sexism, irony</i></p> <p><b><u>Assessment:</u></b> <b>Formative through use of questioning - ½ termly review and resequence.</b> Knowledge test covering substantive knowledge plus disciplinary knowledge outlined above, including interleaved knowledge from previous topics.</p>	<p><b><u>Literary Non-Fiction</u></b></p> <p><b>Rationale:</b> This unit enables students to explore a range of literary non-fiction. Students will read extracts from a memoir, travel article and an autobiography to see how writer’s embed a range of literary techniques to connect with the imaginations of their reader. Students will use the texts to support them in crafting their own piece of literary non-fiction.</p> <p><b><u>Substantive Knowledge:</u></b> What is literary non-fiction? How do auxiliary verbs shape meaning? What is a finite verb? What is colloquial language? What is a memoir? What is an autobiography? What is hyperbole?</p> <p><b><u>Disciplinary Knowledge:</u></b> How do writers use techniques to create imagery? How do writers use techniques to engage with their reader? How do writers use structural techniques for effect?</p> <p><b><u>Prior learning / retrieval:</u></b> <i>article, purpose, non-fiction, metaphor, simile, personification, oxymoron, tone, purpose, audience, repetition, pathos, ethos</i></p> <p><b><u>Links to KS3 NC:</u></b></p> <ul style="list-style-type: none"> <li>• To write for a range of purposes and audiences</li> <li>• To apply knowledge of vocabulary, grammar and text structure</li> <li>• To draw on knowledge of rhetorical devices to enhance writing</li> <li>• To plan, draft, edit and proof-read</li> <li>• To amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> </ul> <p><b><u>Disciplinary literacy:</u></b> <i>hyperbole, colloquial, finite,</i></p> <p><b><u>Assessment:</u></b> <b>Formative through use of questioning - ½ termly review and resequence.</b> Students complete a ‘cold write’ task at the beginning of the unit. At the end, they will complete a ‘hot write’ which will be marked and students will receive whole class feedback.</p>	<p><b><u>World Voices Poetry</u></b></p> <p><b>Rationale:</b> This unit gives students the opportunity to further explore inequality through the form of poetry and from multiple perspectives. It also allows students to have the experience of writing their own poetry and performing this for an audience.</p> <p><b><u>Substantive Knowledge:</u></b> What does form mean? What is a stanza? What does enjambment mean? What does caesura mean? What is blank verse? What is a refrain? What is a semantic field? What is sibilance?</p> <p><b><u>Disciplinary Knowledge:</u></b> How do literary critics analyse language for meaning? How do literary critics analyse structure for meaning? How do they form comments on the impact of language? How do they consider the writer’s desired impact on the reader? How do they analyse single words? How do they explore more than one interpretation?</p> <p><b><u>Prior learning / retrieval:</u></b> <i>To understand how to discuss race sensitively, hierarchy, rhyme, rhythm,</i></p> <p><b><u>Links to KS3 NC:</u></b></p> <ul style="list-style-type: none"> <li>• Knowing how language presents meaning</li> <li>• Studying a range of poets</li> <li>• To write poetry</li> <li>• Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</li> <li>• Reading seminal world Literature</li> </ul> <p><b><u>Disciplinary literacy:</u></b> <i>rhyme, rhythm, enjambment, caesura, phonetic, citizenship, refrain</i></p> <p><b><u>Assessment:</u></b> <b>Formative through use of questioning - ½ termly review and resequence.</b> Knowledge test covering substantive knowledge plus disciplinary knowledge outlined above, including interleaved knowledge from previous topics.</p>
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		the unit. At the end, they will complete a 'hot write' which will be marked and students will receive whole class feedback.			
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Year 9 – Conflict

<p><b><u>Language: Creating Short Stories</u></b></p> <p><b>Rationale:</b> This unit builds on the knowledge established in the Year 7 and 8 language schemes. Students will use their knowledge of literary techniques to create a short story. This unit will focus on the whole text structure by exploring how flashbacks and cyclical structures are effective.</p> <p><b><u>Substantive Knowledge:</u></b> What is a cyclical structure and how is it effective? What is a flashback? What is in media res? What does ambiguity mean? What is a declarative sentence? How can I use a range of punctuation in my writing?</p> <p><b><u>Disciplinary Knowledge:</u></b> How do writers create whole texts? How do they craft vocabulary? How do they make sophisticated whole text structural choices? How do they use punctuation for effect? How do they create effect in the resolution of a narrative?</p> <p><b><u>Prior learning / retrieval:</u></b> <i>narrative structure, verbs, nouns, noun phrase, sentence structures, clauses, tone, extended metaphor, simile, personification, imagery, pathetic fallacy, imperative sentences,</i></p> <p><b><u>Links to KS3 NC:</u></b></p> <ul style="list-style-type: none"> <li>To apply knowledge of vocabulary, grammar and text structure</li> <li>To draw on knowledge of literary devices to enhance writing</li> <li>To plan, draft, edit and proof-read</li> <li>To amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> </ul> <p><b><u>Disciplinary literacy:</u></b> Cyclical, exclamatory, in medias res, declarative,</p> <p><b><u>Assessment:</u></b> <b>Formative through use of questioning - ½ termly review and resequence.</b> Students to complete a ‘cold write’ task at the beginning of the unit. At the end, they will complete a ‘hot write’ which will be marked and students will receive whole class feedback.</p>	<p><b><u>Shakespeare: Romeo and Juliet</u></b></p> <p><b>Rationale:</b> This scheme allows students to study the conflict presented in Shakespeare’s tragedy. Students will explore the structure of a tragedy and how a character’s fatal flaw can lead to deadly consequences.</p> <p><b><u>Substantive Knowledge:</u></b> Who are the key characters? What are the conventions of a tragedy? What is the form of a tragedy? How is the play structured? What are the characteristics of a tragic hero? What are the character’ hamartia? What is the historical context of the play? What is a stressed syllable? What is a soliloquy? What is a motif? What is a sonnet? What is a verse scene? What is a prose scene? What is a prologue? What is a pun?</p> <p><b><u>Disciplinary Knowledge:</u></b> How do literary critics articulate a personal response? How do they form comments on the impact of language? How do they consider the writer’s desired impact on the reader? How do they analyse single words? How do they embed dual analysis in their critical response? <b>How do they evaluate effectiveness?</b></p> <p><b><u>Prior learning / retrieval:</u></b> <i>context, theme, monarch, era, foil, dramatic irony, aside, juxtaposition, allusion, convention, Elizabethan, Jacobean</i></p> <p><b><u>Links to KS3 NC:</u></b></p> <ul style="list-style-type: none"> <li>Reading seminal world literature</li> <li>Studying Shakespeare</li> <li>Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> </ul> <p><b><u>Disciplinary literacy:</u></b> Tragedy, hamartia, soliloquy, motif, iamb, pentameter, prose, epithet, appositive,</p> <p><b><u>Assessment:</u></b> <b>Formative through use of questioning - ½ termly review and resequence.</b> Knowledge test covering substantive knowledge plus disciplinary knowledge outlined above, including interleaved knowledge from previous topics.</p>	<p><b><u>Victorian Literature</u></b></p> <p><b>Rationale:</b> This unit covers extracts from prose and poems written in the Victorian era. These texts allow students to explore the theme of conflict, including forms such as familial, societal and gender.</p> <p><b><u>Substantive Knowledge:</u></b> What is industrialisation? What is a Victorian Gentleman? What is social mobility? What is a spinster? What was a workhouse? What is a bildungsroman?</p> <p><b><u>Disciplinary Knowledge:</u></b> How do literary critics articulate a personal response? How do they form comments on the impact of language? How do they consider the writer’s desired impact on the reader? How do they analyse single words? How do they embed dual analysis in their critical response? <b>How do they create comparisons between texts?</b></p> <p><b><u>Prior learning / retrieval:</u></b> <i>monarch, era, conventions, genre, context, poetic techniques, personification, metaphor, simile, f</i></p> <p><b><u>Links to KS3 NC:</u></b></p> <ul style="list-style-type: none"> <li>Reading seminal world literature</li> <li>Studying of 19<sup>th</sup> century</li> <li>Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> </ul> <p><b><u>Disciplinary literacy:</u></b> <i>Industrialisation, bildungsroman</i></p> <p><b><u>Assessment:</u></b> <b>Formative through use of questioning - ½ termly review and resequence.</b> Knowledge test covering substantive knowledge plus disciplinary knowledge outlined above, including interleaved knowledge from previous topics.</p>	<p><b><u>I Know why the Caged Bird Sings</u></b></p> <p><b>Rationale:</b> This unit supports students in building on the themes and context from studying Steinbeck’s, ‘Of Mice and Men’. Students will explore how the themes of race, identity and place link to the overarching theme of conflict.</p> <p><b><u>Substantive Knowledge:</u></b> What is an obituary? How does Angelou present the themes of race, identity and place? What is an abstract noun and how are they employed by Angelou? What is hypophora and how is it effective? What is the historical context of the autobiographical novel?</p> <p><b><u>Disciplinary Knowledge:</u></b> How do literary critics articulate a personal response? How do they form comments on the impact of language? How do they consider the writer’s desired impact on the reader? How do they analyse single words? How do they embed dual analysis in their critical response? How do they embed quotations within their analytical response?</p> <p><b><u>Prior learning / retrieval:</u></b> <i>autobiography, prejudice, chronology, pathetic fallacy, civil rights, metaphor, imagery, characterisation, plot, theme, narrative, bildungsroman, context, symbolism, inequality, prologue</i></p> <p><b><u>Links to KS3 NC:</u></b></p> <ul style="list-style-type: none"> <li>Reading seminal world literature</li> <li>Making inferences and referring to evidence in the text</li> <li>Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> </ul> <p><b><u>Disciplinary literacy:</u></b> <i>Obituary, parochial, segregation, emancipation, displacement,</i></p> <p><b><u>Assessment:</u></b> Knowledge test covering substantive knowledge plus disciplinary knowledge outlined above, including interleaved knowledge from previous topics.</p>	<p><b><u>Language: Conflict and Nature</u></b></p> <p><b>Rationale:</b> This unit encourages students to critically respond to a range of unseen poems. Students will consider the poets desired meaning, themes and contextual influences before crafting their own informative article in response.</p> <p><b><u>Substantive Knowledge:</u></b> What are the different purposes of an article? What is informative non-fiction? What is a modal verb and how is it effective? What are the different forms of a list and how are they effective? What is satire? What is anaphora? What is a modifier and how does it affect the reader? What is a relative clause and how can it add information?</p> <p><b><u>Disciplinary Knowledge:</u></b> How do writers use techniques to suit purpose? How do writers use techniques to engage with their reader/audience? How do writers use structural techniques for effect? How do writers use punctuation for effect?</p> <p><b><u>Prior learning / retrieval:</u></b> <i>Form, purpose, pathos, ethos, logos, figurative language, imagery, literary non-fiction, hyperbole, rhetorical devices, pronouns, superlatives, sentence structure, punctuation, verb, adjective,</i></p> <p><b><u>Links to KS3 NC:</u></b></p> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences</li> <li>To apply knowledge of vocabulary, grammar and text structure</li> <li>To draw on knowledge of rhetorical devices to enhance writing</li> <li>To plan, draft, edit and proof-read</li> <li>To amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> </ul> <p><b><u>Disciplinary literacy:</u></b> <i>hypophora, syndetic, asyndetic, satire</i></p> <p><b><u>Assessment:</u></b> <b>Formative through use of questioning - ½ termly review and resequence.</b> Students to complete a ‘cold write’ task at the beginning of the unit. At the end, they will complete a ‘hot write’, which will be marked, and students will receive whole class feedback.</p>
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