



Topic Overview

Faculty/Subject: **English**

Year Group: **9**

Topic: **19th Century Literature**

English

BIG IDEAS	Key concepts, knowledge and terms	
<p>Using extracts from 19th Century literature, you will explore how writers in this era present the themes of:</p> <ul style="list-style-type: none"> ○ Poverty and social class ○ Education and childhood ○ Ideas about death and legacy <p>You will take inspiration from these works in order to craft your own creative writing.</p>	<ul style="list-style-type: none"> ● Writing an introduction (thesis) ● Commenting on and analysing writers' methods ● Considering writers' messages and purposes for writing. ● Commenting on how historical context affects a work of fiction. ● Comparison of writers' ideas and perspectives. ● Crafting a piece of creative writing which is set in a different time period. ● Learning how to create a convincing character and atmosphere ● Learning how to include symbolism in creative writing. 	<ul style="list-style-type: none"> ○ Industrialisation ○ Workhouse ○ Injustice ○ Adversity ○ Legacy ○ Misanthropic ○ Miser ○ Thesis ○ Conflict ○ Characterisation ○ Pathetic Fallacy ○ Time-markers ○ Symbolism
Relevant prior learning and how this topic fits into the English curriculum plan	Assessment:	
<p>Prior learning:</p> <ul style="list-style-type: none"> ● Analysis skills and English subject terminology such as word classes and language techniques. ● Creative writing techniques such as personification, metaphor, simile. Also, creative writing technical accuracy such as varying sentence types and using a range of sentence types. <p>English curriculum plan</p> <ul style="list-style-type: none"> ● We will build on your knowledge of 19th century life and ideas that we looked at in the Gothic scheme and the Darkside novel in year 7. ● This first topic in year 9 develops your ability to apply the key skills of selecting evidence, explaining yourself and applying analysis to prove your ideas. You will also develop the creative writing skills you have been practising throughout year 7 and year 8 ● This unit will give you some crucial foundational knowledge that will prepare you for studying A Christmas Carol as one of your GCSE literature texts. 	<ul style="list-style-type: none"> ● You will complete knowledge tests throughout the scheme which will test your knowledge of the big Ideas, knowledge and terms ● You will write a thesis statement and an analytical paragraph ● You will complete a short creative writing assessment. ● Assessments will be carried out in the first term of year 9. 	
Learning and lesson focus		
<p>Week 1 - 3</p> <p>Historical Context and Wealth and Poverty</p> <p>Mary Barton - Elizabeth Gaskell Jane Eyre - Charlotte Bronte</p>	<ol style="list-style-type: none"> 1. What was Britain like in the 19th Century? 2. Understanding the text, identifying conflict and injustice 3. Analysing language and writers' methods 4. Considering writers' messages and purposes for writing. 5. Creative writing: Creating Settings and characters 	
<p>Week 4 - 7</p> <p>Childhood</p> <p>Oliver Twist - Charles Dickens Jane Eyre - Charlotte Bronte</p>	<ol style="list-style-type: none"> 1. What was childhood like in the 19th Century? 2. Understanding the text, identifying conflict and injustice 3. Analysing language and writers' methods 4. Considering writers' messages and purposes for writing. 5. Crafting a thesis (introduction) 6. Comparing writers' presentation of an idea or theme 7. Creative writing: Crafting symbolism & Assessment 	
<p>Week 7 - 9</p> <p>Death</p> <p>Little Women - Louisa May Alcott Middlemarch - George Eliot</p>	<ol style="list-style-type: none"> 1. What were 19th Century attitudes towards death? 2. Understanding the text, identifying conflict and injustice 3. Analysing language and writers' methods 4. Considering writers' messages and purposes for writing. 5. Crafting a thesis (introduction) 6. Comparing writers' presentation of an idea or theme 	

7. Assessment of reading/ analysis skills and DIRT

8. Creative writing: Revisiting our Assessment/ DIRT



Topic Overview

Faculty/Subject: **English**

Year Group: **9**

Topic: **The Tempest**

English

BIG IDEAS	Key concepts, knowledge and terms	
<p>Using extracts from The Tempest, as well as watching scenes from the play, you will explore the complexity of early 17th Century attitudes to:</p> <ul style="list-style-type: none">• Race• Gender• Social class	<ul style="list-style-type: none">• Track, plot and character development of a Shakespeare play.• Explore a text through a specific theme: power• Use evidence from a text to debate key themes• Comment on and analyse Shakespeare's methods• Consider Shakespeare's messages and purposes for writing.• Comment on how historical context affects a work of fiction.	<ul style="list-style-type: none">○ Usurp○ Colonialism○ Postcolonial literary theory
Relevant prior learning and how this topic fits into the English curriculum plan		Assessment:
<p>Prior learning:</p> <ul style="list-style-type: none">• Analysis skills and English subject terminology such as word classes and language techniques.• Building on introduction to key literary themes in the previous topic. <p>English curriculum plan</p> <ul style="list-style-type: none">• We will build on your knowledge of Shakespeare's language and historical context. You studied these in year 8 when we read Romeo and Juliet.• This second topic in year 9 develops your ability to apply the key skills of selecting evidence, explaining yourself and applying analysis to prove your ideas.• This unit will give you some crucial foundational knowledge that will prepare you for studying Macbeth as one of your GCSE literature texts.		<ul style="list-style-type: none">• You will complete an analytical paragraph which requires you to engage with ideas about colonialism.
Learning and lesson focus		
Week 1	<ol style="list-style-type: none">1. Historical context, introduction to the text and its key characters2. Understanding the play's opening in relation to the theme of power3. Considering the character of Prospero4. Considering our key theme - power	
Week 2 - 3	<ol style="list-style-type: none">1. Exploring the relationship between Prospero and Ariel2. Analysing how Shakespeare's language conveys the complexity of the relationship between master and servant.3. Exploring the character of Caliban4. An introduction to postcolonial literary theory5. Analysing how Shakespeare uses Prospero's treatment of Caliban in order to criticise colonialism.	
Week 4	<ol style="list-style-type: none">1. Considering the play's principal characters' journey through the remainder of the play2. Exploration of the play's final message on power	



Topic Overview

Faculty/Subject: **English**

Year Group: **9**

Topic: **An Inspector Calls**

English

BIG IDEAS	Key concepts, knowledge and terms	
<p>Reading the play An Inspector Calls. Students will:</p> <p>Appreciate some of the key attitudes in the first half of the 20th Century towards:</p> <ul style="list-style-type: none"> ● Social class ● Gender ● Political ideas 	<ul style="list-style-type: none"> ● Students will know and be able to define the terms: <ul style="list-style-type: none"> ○ Social class ○ Working/ middle/ upper class ○ Stage directions ○ Dramatic irony ○ Capitalism ○ Socialism ○ Literary perspectives (feminist/ Marxist/ Freudian) ○ Social responsibility ○ Social class inequality ○ Gender inequality 	<p>Creative Writing:</p> <ul style="list-style-type: none"> ● First person narrative ● Metaphor ● Triplet ● Semicolon ● Dash ● Colon ● Preposition
<p>Relevant prior learning and how this topic fits into the English curriculum plan</p>	<p>Assessment:</p>	
<p>Prior learning:</p> <ul style="list-style-type: none"> ● Analysis skills and English subject terminology such as word classes and language features ● This fourth topic in year 9 develops your ability to apply the key skills of selecting evidence, explaining yourself and applying analysis to prove your ideas. ● This unit will continue to develop your skills in creative writing, particularly your ability to write using the first person, create an effective setting and develop a character as introduced in the first half term of year 9. <p>Future learning:</p> <ul style="list-style-type: none"> ● This unit will give you some crucial foundational knowledge that will prepare you for studying a play which is essential to your English Literature GCSE ● Creative writing is an essential component of your English Language GCSE. 	<ul style="list-style-type: none"> ● You will complete an assessment based on an extract from the play which assesses your ability to analyse language writer's methods, messages and ideas. ● You will complete a creative writing assessment using a first person narrative. 	
<p>Learning and lesson focus</p>		
Week 1	<ol style="list-style-type: none"> 1. Social and historical context. What was society like during the Edwardian era? Who was JB Priestley and what did he believe? 2. What is a play and its key features? Using the text to infer. 	
Week 2	<ol style="list-style-type: none"> 1. Exploring Priestley's use of dramatic irony in relation to the character of Mr Birling. 2. Understanding capitalism and socialism 	
Week 3	<ol style="list-style-type: none"> 1. Exploring the character of Sheila Birling: to what extent is Sheila a dislikeable character? 2. Creative Writing: What makes an effective first person narrative? 	
Week 4	<ol style="list-style-type: none"> 1. Exploring the character of Gerald Croft: 'Gerald exploited Daisy for his own gratification' To what extent do you agree? 2. Creative Writing: Using nouns and the sense to create an effective setting. 	
Week 5	<ol style="list-style-type: none"> 1. How is Mrs Birling presented? 2. Creative Writing: Using metaphor to describe a character 	
Week 6	<ol style="list-style-type: none"> 1. Exploring the character of Eric through different literary perspectives. 2. Creative Writing: Describing emotions 	
Week 7	<ol style="list-style-type: none"> 1. The Inspector's final speech: A masterclass in persuasion 2. Creative Writing: Describing an object which helps us tell the story 	
Week 8	<ol style="list-style-type: none"> 1. The end of the play: considering theme and message 2. Creative Writing: Gradually revealing a story and planning 	

Week 9	1. Practice Reading Assessment
	2. Creative Writing: Assessment
Week 10	1. Reading Assessment



Topic Overview

Faculty/Subject: **English**

Year Group: **9**

Topic: **Identity and Culture**

English

BIG IDEAS	Key concepts, knowledge and terms	
<p>Using extracts, this topic will explore the ideas of culture and identity. For example:</p> <ul style="list-style-type: none"> What factors might contribute to a person's sense of self? How culture contributes to identity How culture can lead to conflict. 	<ul style="list-style-type: none"> What do we mean by the terms culture and identity? Reading a text for understanding Reading a text for deeper meaning Developing our language analysis skills Introducing a question about how a text is structured. 	<ul style="list-style-type: none"> Inference Theme Conflict Language Features * Structure Features ** <p>*Metaphor, simile, zoomorphism, personification, symbolism, juxtaposition, extended metaphor/ simile</p> <p>**Shift in focus, zooming in/out, Intriguing/dramatic opening sentence, Exposition, complication, rising action, climax, dialogue, shift in perspective, shift from external action to internal thought, flashback/flashforward, contrast, cyclical/cliffhanger/resolved/unresolved ending</p>

Relevant prior learning and how this topic fits into the English curriculum plan	Assessment:
<p>Prior learning:</p> <ul style="list-style-type: none"> Analysis skills and English subject terminology such as word classes and language features Building on introduction to text structure in year 7 detective scheme and year 8 A Monster Calls scheme. Building on our understanding of the ideas of identity and culture, first explored in Identity and Perspectives Poetry scheme in year 7. This third topic in year 9 develops your ability to apply the key skills of selecting evidence, explaining yourself and applying analysis to prove your ideas. This unit will give you some crucial foundational knowledge that will prepare you for studying an extract from a fiction text which is fundamental to English Language GCSE 	<ul style="list-style-type: none"> You will complete an assessment based on an extract from a piece of fiction which assesses your ability to analyse language and write about a text's structure.

Learning and lesson focus	
Week 1	1. Considering the key ideas of identity and culture
	2. Reading to understand, using inference and theme to find deeper meaning
Week 2	1. A reminder of language features and word classes
	2. Developing our ability to analyse figurative images
	3. Using connotations to improve our ability to analyse words
	4. Developing a strategy for tackling a language analysis question
Week 3	1. Using the narrative arc to help us answer a structure based question
	2. An introduction to structure features
	3. Considering the effect of structure on the reader
	4. Developing a strategy for tackling a structure based question
Week 4	1. Introduction to assessment extract (understanding, inference and theme)

