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|  <p>English Year 09</p> | <p>Intent To develop component knowledge acquired in Year 7 and 8, exploring the hero through the lens of Detective fiction and modern drama To consolidate perceptive understandings of the meaning in literary texts and how these texts are connected by their genres and traditions, ensuring students are GCSE-ready To understand how the popularity of literary traditions reflect society's changing experiences To inspire students' love of reading by exploring a rich variety of literary texts To appreciate how the values and viewpoints in texts pre-1914 contrast those evident in modern texts To explore the rich opportunities for diverse poetic voices and experiences from a range of poetic movements over time To refine students' own writing voices, through encouragement of close crafting, working in an even greater range of textual forms, including scripts</p> | | |
| <p>Knowledge (facts, information, concepts and key terminology)</p> | <p>Unit 1: Literature of Yesterday and Today – Detective Fiction</p> <ul style="list-style-type: none"> The historical context of the genre and how this has shaped both the content of detective fiction and the language used within these texts The popularity of early detective reportage and the birth of the detective in fiction The conventions of the detective fiction genre The structure of Conan Doyle's narrative and its impact. The changing representation of detective characterisation The representation of the detective in media texts Components of analytical writing Components of writing to entertain | <p>Unit Two: Conflict in Drama</p> <ul style="list-style-type: none"> The definition of dramatic realism and its origins. The features of naturalistic dialogue and the contrast this has with Shakespearean dialogue. Elements of stagecraft that provoke tension The different purposes of the playwright and how these are achieved through the play itself. The historical context of the dramatic text and how this has shaped the play. The similarities and differences between how conflict is conveyed in prose and in film compared to drama. Components of analytical writing Components of writing to entertain Components of writing to argue | <p>Unit 3: Poetic Voices Through Time</p> <ul style="list-style-type: none"> The oral tradition: poetry's origins The role and works of a Poet Laureate Conventions of Shakespearean sonnets Themes and concerns of Romantic poetry Themes and concerns of War poetry Explorations of diverse identities in modern poetry The figurative language devices poets use The forms and of poetry, writers can employ to convey their ideas Poetic structures that shape meaning and influence interpretations Components of comparative writing. Components of writing to entertain & writing to argue |
| <p>Understanding (ability to connect and synthesise knowledge within a context)</p> | <p>By the end of this term we want pupils to understand how the detective genre was born and the context that led to its birth, developing their contextual knowledge base from Year 7 and 8. Students will also be conscious of how the genre and representation of the detective and their role has changed over time. They will comprehend how detective fiction texts are connected but also how they reflect the concerns of the time of their composition, through repeated and adapted conventions and tropes. Additionally, pupils should be able to confidently comprehend how meaning and effects have been crafted by careful use of language and narrative structure and how they can be inspired by it to craft their own creative responses to the genre.</p> | <p>By the end of this term we want pupils to understand how modern drama texts relate to the origins of dramatic realism and how characterisation of heroes in these texts have psychological complexity. Additionally, students should understand how both language and stagecraft are manipulated to generate dramatic conflict that creates meaning and a strong effect on the audience. This knowledge and the knowledge of script formatting will inform their own compositions in this genre. Students should have a more sophisticated grasp of the choices available to a writer in a number of genres and forms.</p> | <p>By the end of this term we want pupils to understand how poets have expressed their ideas and experiences through their works. They will comprehend different poetic forms, structures and techniques as well as the thinking behind significant poetic movements. Students will be aware of connections and contrasts between poems which demonstrate rich and diverse viewpoints and backgrounds, they will understand how poems can be used to inspire their own recasts? Students will build on their mastery of writing developed in Term 1 and Term 2.</p> |
| <p>Skills (successful application of knowledge and understanding to a specific task)</p> | <ul style="list-style-type: none"> Reading for meaning Generating personal responses and inferences with increasing sophistication Carefully selecting quotations for discussion Analysing the effects of writers' methods Analysing the effects of genre conventions and tropes Analysing connections between texts of the same genre Constructing a description that develops characterisation Using creative devices to generate effects on the reading Crafting writing at sentence level Using effective vocabulary and punctuation to enhance meaning | <ul style="list-style-type: none"> Reading for meaning Generating personal responses and inferences with increasing sophistication Carefully selecting quotations for discussion Discussing and writing about the effects of writers' methods as well as the potential staging of the play in performance Analysing the effects of a playwright's language choices Analysing the aims of modern drama texts as well as their origins Constructing scripts and character through effective dialogue Using creative devices to generate effects on an audience Crafting writing at sentence level Using effective vocabulary and punctuation to enhance meaning | <ul style="list-style-type: none"> Reading for meaning Generating personal responses and inferences with increasing sophistication Carefully selecting quotations for discussion Analysing the effects of poets' methods (linguistic and structural) as well as their aims Comparing the effects of different poems and how meaning has been shaped Evaluating the influence of context and the poetic movements to which the works belong Explaining the role of the Poet Laureate and its cultural significance Interpreting and responding to a poem creatively as well as analytically through recast Crafting writing at sentence level Using effective vocabulary and punctuation to enhance meaning |
| <p>Formal Assessments</p> | <p>Reading assessment to be completed where students respond to an extract from <i>The Hound of the Baskervilles</i>, explaining how meaning has been created through the writer's craft and how the extract relates to the detective genre and its pre-1914 context. Writing assessments to be completed to assess progress in controlling word and sentence choice.</p> | <p>Reading assessment to be completed where students respond to standardised questions and extracts based on their core drama text, explaining how conflict has been explored and how the extract relates to the aims and origins of dramatic realism. Writing assessments to be completed to assess how students are refining their choices of word, sentence and technique.</p> | <p>Reading assessment to be completed where students compare two unseen poems – their use of language and structure and how these have been used to create meaning and voice. Writing assessments to be completed to assess making of more deliberate choices and mastery of techniques practiced.</p> |
| <p>By the end of the year students will be able to use a range of quotations judiciously; they will be able to analyse the range of effects of these closely. They will be able to identify the methods writers use and evaluate their purpose. In Writing, pupils will be able to write original, well-sequenced, paragraphs and work with a clear sense of audience and purpose; they will utilise a sophisticated range of vocabulary and linguistic methods as well as an accurate full range of punctuation. They will be confident in planning and editing their writing in limited time.</p> | | | |