

Journey of knowledge: Y9 Dystopian short stories

Context and Introduction to Unit:

You will be studying the genre of dystopian fiction through reading and analysing four short stories. You will learn the conventions of the genre and the purpose of dystopian fiction; thinking about the worlds, the plots and the characters the writers create. You will also consider why dystopian fiction is so popular with teenagers.

Outcomes: you will complete multiple choices quizzes on core knowledge, a reading assessment and write your own dystopian short story or story opening.

Core Knowledge:

I am learning:

- the meanings of the terms: utopia and dystopia and their origins, speculative fiction
- about the history of dystopia fiction
- about the different types of narrator: omniscient, reliable and unreliable and revising first and third person narrative viewpoint and why authors make particular choices for their narrator
- how to identify the conventions of dystopian fiction in extracts and four short stories.
- the similarities and differences between utopias and dystopia
- about the central themes of dystopian fiction.
- about power and control in dystopian fiction
- what an allegory is.
- about the purpose of dystopian fiction
- how to identify where the conventions of dystopian fiction have been challenged or subverted.

Literary concept knowledge:

- Worldbuilding: presenting the world
- Controlling mechanisms

In the dystopian genre, control is by the following entities:

- corporate
- religious/philosophical
- technological
- bureaucratic
- reproductive

The bigger picture

Careers: teacher, writer, lecturer

RSE: understanding aspects of human behaviour,

History: understanding how societies become living dystopias

Transferable learning:

- reading skills
- planning, drafting, editing and proof reading your writing.
- knowledge of narrative perspectives and choice of narrator for effect
- story structure

Personal Development

- morality
- responsibility
- political structures

Literacy Focus: (class specific)

Where next?

Y9 novel study

Y10 and Y11 Language Paper 1 reading and writing.

Literary concept knowledge: archetypes

- non-conformist: the rebel or the misfit
- the resistance
- the uncritical conformist
- the knowing conformist
- the new god

Knowledge of general literary themes:

Power, tyranny, oppression, rebellion, inequality, morality

Specific themes of the dystopian genre:

- environmental destruction
- government control
- loss of individualism
- survival

The purpose of dystopian fiction

- critique and challenge
- educate/warn
- give an opinion
- reflect our current world

Key Skills: building on Y7 and Y8

Skimming, scanning, continuous and close reading

Planning, drafting, editing and proof reading your writing

Analysis of language, form and structure.

Vocabulary

See the full vocabulary list in your book.

Journey of knowledge: Y9 A Century of Black Voices

Context and Introduction to Unit:

You will be exploring the poetry and speeches of a number of prominent Black writers from the 1920s to the modern day. This unit will build on your existing knowledge of the Civil Rights Movement that we have studied when looking at rhetoric. We will discover how Black artists challenged and reframed historical social narratives.

Outcomes:

- **Cultural Awareness:** You will develop a deeper understanding of African American history, identity, and the significance of the Black Arts Movement in shaping modern literature and social activism.
- **Critical Thinking and Analysis:** You will refine your ability to analyse poetry through themes of racial identity, resistance, and social justice, while engaging with complex poetic forms and language.

Core Knowledge:

I am learning:

- about prominent contemporary Black writers and poets
- The Harlem renaissance and its impact
- the history of the Black Arts Movement and its significance
- Black Lives Matter, surrounding literature and its influence
- about why poets make particular linguistic choices
- how to identify the conventions of poetry.

Literary concept knowledge:

- **Afrocentrism:** Emphasis on African heritage, culture, and identity.
- **Black Nationalism:** Advocacy for political and cultural independence for Black people.
- **Rejection of Eurocentric values:** Critique of Western literary traditions and values.
- **Spoken Word & Performance:** Focus on oral traditions and live performances.
- **Racial Consciousness:** Exploration of Black pride, self-definition, and solidarity.
- **Social Justice and Activism:** Themes of resistance, empowerment, and activism.
- **Revolutionary Language:** Use of bold, confrontational, and often provocative language to challenge the status quo.
- **Use of Vernacular:** Incorporation of African American vernacular and dialects.

Literary concept knowledge:

Knowledge of general literary themes:

Specific themes of the Black Arts Movement:

- Celebration of Black Identity,
- Affirmation of Black beauty, strength, and resilience
- Creating positive narratives out of injustice
- Rebellion against unjust societal structures.

The purpose of The Black Arts Movement:

- Highlighting authentic African- American perspectives
- educate/warn of the dangers of
- reflect on our current social and racial landscape
- Cultural Reclamation: Reclaiming and redefining Black culture, history, and art.
- Creating positive narratives out of injustice.

Key Skills: building on Y7 and Y8

Skimming, scanning, continuous and close reading, annotating
Planning, drafting, editing and proof reading your writing
Analysis of language, form and structure.

Vocabulary

See the full vocabulary list in your Knowledge Organiser.

The bigger picture

Careers: teacher, writer, lecturer, historian, creative writing

RSE: understanding the importance of authentic, own- voice literature.

History: understanding how art and culture can reframe social narratives

Transferable learning:

- reading skills
- planning, drafting, editing and proof reading your writing.
- knowledge of poetic techniques and their effects

Personal Development:

- morality
- responsibility
- Racial and socio-political structures
- The importance of art in driving social progress

Literacy Focus: (class specific)

Where next?

Y10 and Y11 anthology poetry.

Journey of knowledge: 'The Hound of the Baskervilles' by Arthur Conan-Doyle

Context and Introduction to Unit:

In this unit, you will read a full 19th Century detective novel learning how to track the development of the plot and the characters. You will also learn about the key conventions of the detective novel and its link to crime writing. You will listen to the teacher read and you will follow the story. You will also apply reading strategies from your Reading lessons: activating prior knowledge, questioning, clarifying, summarising, visualising, predicting and inferring. You will also learn about the conventions of the detective novel, its famous protagonist Sherlock Holmes and the author Sir Arthur Conan Doyle. Can you solve the murder mystery before 'The most perfect reasoning and observing machine that the world has seen'

The bigger picture:

Prior Learning: KS3 In Y7 you have read 'The Odyssey 'The London Eye Mystery', then 'A Monster Calls' in Y8 . You have also read gothic short stories in Y8 and dystopian short stories in Y9. You have practised active reading strategies, skimming, scanning, continuous and close reading. You have also practised information retrieval, comprehension and tracking the text. You have also studied genre features. **Future Learning: KS4:** reading a complete 19th century novel: 'A Christmas Caroll'

Careers Links: Crime writer, careers in the police force and the legal profession

Core Knowledge:

I am learning what crime fiction is. (Genre)

I am learning key details about Sir Arthur Conan Doyle, the creator of Sherlock Holmes.

I am learning who Sherlock Holmes is.

I am learning about:

The conventions of a 19th century detective novel:

- archetypal story: an initial crime, an investigation and a resolution
- archetypal characters: the consulting detective, the sidekick, the victim, the villain/criminal and the police detective
- archetypal settings: a mansion house, a wild and lonely moor, (rural) the city of London (urban)
- Sensationalism v rationalism
- Urban life v country life
- Moral, legal and social order

I am learning more about narrative voice, story structure and characterisation.

crime	Illegal activities. In crime novels this often involves a murder.
transgression	the <u>act</u> or <u>process</u> of <u>breaking</u> <u>law</u> or <u>moral rule</u>
guilt	a <u>feeling</u> of <u>worry</u> or <u>unhappiness</u> that you have because you have done something <u>wrong</u> , such as <u>causing</u> <u>harm</u> to another <u>person</u> :
violence	<u>actions</u> that are <u>intended</u> or <u>likely</u> to <u>hurt</u> <u>people</u> or <u>cause</u> <u>damage</u>
investigation	the <u>act</u> or <u>process</u> of <u>examining</u> a <u>crime</u> , <u>problem</u> , <u>statement</u> ,etc. <u>carefully</u> , <u>especially</u> to <u>discover</u> the <u>truth</u>
judgement	to <u>express</u> an <u>opinion</u> , <u>especially</u> a <u>criticism</u> an <u>official</u> <u>legal</u> <u>decision</u> :
punishment	The legal consequence of a crime. To punish, to cause someone who has done something wrong or committed a <u>crime</u> to <u>suffer</u> , by hurting them, forcing them to <u>pay</u> <u>money</u> , <u>sending</u> them to <u>prison</u> .
innocence	the <u>fact</u> that someone is not <u>guilty</u> of a <u>crime</u> : the <u>quality</u> of not having much <u>experience</u> of <u>life</u> and not <u>knowing</u> about the <u>bad</u> <u>things</u> that <u>happen</u> in <u>life</u> :
class	a <u>group</u> of <u>people</u> within <u>society</u> who have the same economic and social position, part of a hierarchy.

Personal Development

- Morality: right v wrong
- The role of the law
- Effects of coercive behaviour

Literacy Focus: (class specific)

Reading strategies:

- Activating prior knowledge
- Summarising
- Questioning
- Clarifying
- Inferring
- Visualising

Reading is Power:

Reading a complete 19th novel



Journey of Knowledge: Year 9

The Romantics - Radicals, Rebels and Revolutionaries.

1. Context and Introduction to Unit:

We will be studying poetry which deals with rebellion against the status quo in the late 18th and early 19th centuries. It is a hugely important literary movement called Romanticism. We will investigate poems by celebrated Romantic poets William Blake, William Wordsworth, Lord Byron and Percy Shelley and also less well-known ones such as Charlotte Turner-Smith and Anna Barbauld.

We will explore the themes and ideas which typify these poets, as well as details about their life. We will be developing our reading skills of comparison, as well as our article writing skills.

2. Core Knowledge

I am learning about:

- Some of the key poets of the Romantic movement and their significance.
- Key contextual influences on the Romantics.
- Key themes of the Romantics.
- Key characteristics of Romantic poetry.
- How and why poets use different poetic forms.
- Different authorial methods and their effect on the reader, such as imagery and symbolism.
- The role of idealism and symbolism in the work of the Romantics.
- The ways in which Romantic poets use their writing to rebel against social injustice.

Literary Concept Knowledge:

The Romantic movement.

Poetry as rhetoric.

Key Themes

1. Nature / pastoral.
2. Idealism and realism.
3. Childhood.
4. Strong emotions.
5. Intensity of experience.

Key Characteristics

1. Celebration of nature.
2. Individuality and spirituality.
3. Isolation and melancholy.
4. The common man.
5. Idealisation of women.
6. Personification and pathetic fallacy.

3. Key Skills: Building on Year 7 and 8

I am learning to:

Reading

- Skim, scan and do continuous close reading.
- Infer meaning from language choices.
- Analyse language, form and structure.
- Analyse imagery and big ideas.
- Comment on the poets' intentions and make links to context.
- Make comparisons between poets' work.

Writing

- Plan, draft, proof-read and edit.
- Craft transactional writing in the form of an article.
- Develop my ideas.
- Express my ideas powerfully.
- Refine the technical accuracy of my writing.
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4. Assessments and Extended Work

Multiple choice quiz.

Writing skills - based on article writing.

Reading skills - comparison between poems.

5. The Bigger Picture – Links to Real Life

Careers: teacher, writer, lecturer, poet, historian.

History: social and political movements in the 18th and 19th centuries; the Industrial Revolution.

Transferable Learning:

Reading skills, including inference skills.

Planning, drafting, editing your writing; transactional (non-fiction) writing.

Expressing views appropriately and effectively to influence change.

Other units in English

Dystopia – challenging oppression and inequality, rebellion.

Black Arts' Movement / Rhetoric – being heard and the power of words.

Shakespeare – the relevance of issues in society then and now.

6. Personal Development

- Morality.
- Responsibility – personal and societal.
- Speaking out.
- Political structures.
- Finding what makes us content / happy.

7. Literary Focus: Class Specific

8. Where next?

Year 9 - Shakespeare's tragedy *Othello*.

Year 10

English Language GCSE studies – reading and writing skills, including transactional (non-fiction) writing.

English Literature GCSE studies – study of a poetry anthology and unseen poetry.

Shakespeare's Othello: Year 9

Tragedy

1. Context and Introduction to Unit:

Othello is one of Shakespeare's later plays and more specifically, it is one of his tragedies. (He also wrote history plays and comedies, such as *A Midsummer Night's Dream*.) We will consider the role of tragedies in literature and Shakespeare's place amongst them. *Othello* is a challenging play – though we will learn a lot about society in 16th century Europe and apply some of these ideas to our own modern lives. We will consider Shakespeare as a playwright – as creator of this dramatic visual spectacle, rather than just an author.

We will be developing our reading skills of analysis and personal opinion, as well as our review writing skills.

5. The Bigger Picture – Links to Real Life

Careers: teacher, actor, writer, lecturer, playwright, journalist, orator, poet, historian.

History: how drama illuminates the past; society's views on gender and race.

Transferable Learning:

Reading skills, including inference and analysis skills.

Planning, drafting, editing your writing; transactional (non-fiction) writing - reviews.

Oracy – using voice in character and when offering opinions.

Interpreting situations for what they really are and dealing with them appropriately.

Other English Modules:

Dystopia – the ability that every single one of us has to influence change.

Shakespeare – how tragedy fits onto his body of work. The complexity of human nature.

Romantic Poetry – poetry that reflects human nature and also earthly nature.

2. Core Knowledge

I am learning about:

- The plot and the characters
- The character arc of Othello
- The importance of the settings
- what influenced Shakespeare to create *Othello*;
- how *Othello* fits into the body of Shakespeare's work as a tragedy
- *Othello* as a performance, the importance of stagecraft.
- the relevance of *Othello* for us, in a 21st century society;
- what we can learn from this play;
- The significance of race in the play both now and in the past.

Literary Concept Knowledge:

- The origins and purpose of tragedy as a dramatic genre.
- The conventions of Shakespearean tragedy

Key Themes

- 1. Vengeance.
- 2. Jealousy.
- 3. Betrayal.
- 4. The role of women.
- 5. The role of men.
- 6. Authority / Power
- 7. Race.

Key Themes

- 8. Differences and 'Otherness'
- 9. Love.
- 10. Pride.
- 11. Magic and the supernatural.
- 12. Trust.
- 13. Violence.
- 14. Relationships.

3. Key Skills: Building on Year 7 and 8

I am learning how to:

Reading

- respond to the play as an audience member and offer personal opinions;
- skim, scan, do continuous close reading, summarise and predict;
- analyse how Shakespeare develops his narrative and characters;
- analyse Shakespeare's use of stagecraft;
- analyse Shakespeare's imagery and big ideas (themes);
- analyse Shakespeare's intentions and make links to context;

Writing

- plan, draft, proof-read and edit;
- craft detailed transactional writing in the form of a review;
- develop my ideas in detail;
- express my ideas powerfully and appropriately;
- further refine the technical accuracy of my writing;

Oracy

- contribute to class reading of the play;
- actively listen to others;
- respond to questions in detail;
- offer opinions with increasing confidence.

Key Vocabulary – see full vocabulary list in your book.

4. Assessments and Extended Work

Multiple choice quiz.

Writing skills - based on review writing.

Reading skills –analysis of an extract from *Othello*.

6. Personal Development

- Understand universal human behaviours, including strengths and flaws.
- Celebrate and promote inclusion.
- Respond to everyday situations effectively.
- Be actively aware of the influence of others.
- Be actively aware of the influence of our own actions.
- Form valid and reasonable opinions.

7. Literary Focus: Class Specific

8. Where Next?

Year 10

English Language GCSE studies – reading and writing skills, including transactional (non-fiction) writing.

English Literature GCSE studies – study of Shakespeare's tragedy *Macbeth*.