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| Autumn 1:**‘Outsiders and Marginalised People’**ALTP FOCUS: Reading **Dystopian Fiction**  | Autumn 2**‘Authorial Intent’**ALTP FOCUS: Writing **Film Unit: Black Panther** | Spring 1**‘Authorial Intent’**ATLP Focus: Reading**‘Lord of the Flies’**  | Spring 2**‘Outsiders and Marginalised People’**ATLP Focus: Writing**The Merchant of Venice**  | Summer 1**‘Transition Unit’**ATLP Focus: Reading **Multicultural Poetry** | Summer 2**‘Transition Unit’**ATLP Focus: Writing**Dickens Unit**  |
| In this unit, students will explore a range of extracts from the dystopian genre. They will learn about the conventions of a dystopian narrative, and how these have been applied to a range of different stories, analysing the language for effect. Students will also have the opportunity to create their own narrative. | This unit gives students the opportunity to explore analysis through a different medium: film. Students will explore new terminology, including different shots and techniques, as well as examining how film can provide and illustrate pertinent social issues of the time.  | Students’ novel study in Year 9 is ‘Lord of the Flies’ by William Golding. This novel, which explores the behaviour of a group of schoolboys stranded on an isolated island, is a modern classic. It discusses the themes of innocence, good and evil, survival and maturity.  | Students will study a full Shakespeare play in this unit: Macbeth. They will be introduced to both the literary and the performative aspects of the play, and examine its key themes in detail. They will also begin linking key ideas and events to the wider context of the time in which the text was written.  | In this unit, students will read and analyse a range of poetry from different cultures. These poems, which are accompanied by supporting, linked texts, provide students with a contextual understanding of the events described in the poems, in addition to the personal experiences presented by the poets.  | This unit provides students with an excellent foundation knowledge for one of their GCSE texts. They will explore the life and times of Charles Dickens, as well as read extracts from some of his works. Students will continue to develop essay writing skills, and their understanding of how texts can be linked to context.  |
| **Knowledge:**-what is genre - conventions of the genre- types of dystopian control - structure of a dystopian narrative *Traditional writers and pre-1900 texts*  | **Skills:**- Understanding of the conventions of a genre- Using language to create effects- Develop discipline in writing- rule of one (character, location etc), clear sense of beginning, middle, end. | **Knowledge**:-media vocabulary, camera shots and angles- portrayal of character- bias/ influence- attitudes to racism/ BLM  | **Skills**:- Counter argument, realistic and convincing writing- contexts in which texts are written- real life, using wider knowledge and current ideology, - cultural capital to develop writing. | **Knowledge**:-dystopian conventions- dystopia vs utopia- the cold war- Garden of Eden/ sin and temptation- William Golding- life and influences | **Skills**:- Relating writer’s intentions to context, - Evaluation and making a reasoned judgement of a character (character as a construct)- Offering multiple perspectives. | **Knowledge**:-comedy and its conventions-persecution of Jews/ anti-Semitism-theatre and Shakespeare-dramatic devices, -masks and disguise -myths// the Renaissance | **Skills**:- Close reading of the play- Reading sensitively- tone, intonation- Development of character over whole play- Representation of marginalised characters- critical readings- intro | **Knowledge**:-displacement -individual experiences-effects of war and conflict -SS Empire Windrush-Apartheid -Vietnam War | **Skills**:- Cohesive comparison essay- ensure they are able to discuss both similarities and differences explicitly with clear understanding of why- comparing form and structure- Independent analysis of poetry- unseen elements, familiarity with question forms for unseen texts. | **Knowledge**:-Dickens’ life-Victorian England and the industrial revolution-Poverty and class-The Poor Law | **Skills**:- Writing to argue, register and tone.- Spoken Language: Dialogic talk |