

Subject Vision

To create an environment and curriculum that is engaging and creative, encouraging an enjoyment of a wide range of texts in order to broaden and develop an understanding of their world and the world around them. Knowledge and skills are built up in a supportive and researched based way, over the five years, culminating in excellence in year 11 GCSE exams and equipping all students with the skills and confidence to navigate the ever- changing world within and beyond school.

Our curriculum is designed to be at least as broad as the [national curriculum](#)

End Points - By the end of Year 11 students at Ratton School can

Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively. Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.

Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres. Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.

Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.

Read widely for pleasure and information including texts from the Literary Canon.

Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.

<u>English Domains of Knowledge</u>	<u>English Key Concepts</u>	<u>Critical and evaluative responses to texts</u>	
<p>D1. Writer's purpose D2. Writers' methods and their effects D3. Critical and evaluative responses to texts D4. Writing Skills D5. Context D6. Oracy</p>	<p><u>Writer's purpose</u> C1a. Morals C1b. Ethical choices C1c. Perspectives C1d. Opinion writing</p> <p><u>Writers' methods and their effects</u> C2a.Characterisation C2b. Form C2c. Dramatic irony C2d.Colloquial language C2e. Imagery- simile and metaphor C2f. Setting C2g. Analysis of ideas, character, language and structure C2h. Rhetorical devices C2i. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2j. Sentence forms for effect C2k.Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative perspective C2l. Semantic field C2m. Effective language C2n. Structuring opinion writing</p>	<p><u>Critical and evaluative responses to texts</u> C3a. Academic writing C3b. Responding to an essay style question C3c. Write a lot about a little C3d. Evaluation C3e. Comparison</p> <p><u>Writing Skills</u> C4a. Imagery- simile and metaphor C4b. Setting C4c. synthesis C4d.Academic writing C4e. Responding to an essay style question C4f. Write a lot about a little C4g. Semantic field C4h. Perspectives C4i. Imagery – simile, metaphor and personification C4j. Rhetorical devices C4k. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs C4l. Effective language C4m. Structuring opinion writing C4n. Basic literacy skills - SPAG C4o. Sentence forms for effect</p>	<p>C4r. Evaluation C4s. Comparison C4t.Characterisation C4u.Genre</p> <p><u>Context</u> C5a. Socialism C5b. Hierarchy C5c. Patriarchy C5d. Class C5e. Morals C5f. Ethical choices C5g. Setting C5h. Genre</p> <p><u>Oracy</u> C6a. Colloquial C6b. Standard English C6c. Imagery- simile and metaphor C6d. synthesis C6e. Semantic field C6f. Perspectives C6g. Rhetorical devices C6h. Effective language C6i. Structuring opinion C6j. Sentence forms for effect C6k. Ethical choices</p>

	C2o. Basic literacy skills - SPAG C2p. Sentence forms for effect C2q. Genre	C4p. Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative, perspective C4q. Pathetic fallacy	
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Year 9 / Keystage 3: English Language and English Literature

Medium Term Curriculum Plan

Year 9 Units	Novel- The Hate You Give	Creative Writing
Unit Overview	<p>A reading unit that gives students the opportunity for students to read good quality, relevant and engaging fiction and explore ideas about society and identity. Students should be able to build on the ideas and reading skills of analysis and critical thinking developed in year 8</p>	<p>A writing unit where students are exposed to a range of texts (both visual and literary) in order to develop an understanding of how to construct a text successfully. Students should have developed confidence in revising and planning texts -skills taught in year 8. Students should develop their accuracy and confidence in writing and employ a range of techniques (including sentence structure) and vocabulary used.</p>
Lesson sequence	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u></p> <p>There is no set TICK time lesson for this unit; teachers have autonomy to feedback to their students when appropriate for them and for their class. Reminders of this are given in the lessons from Week 4 lesson 3 Assessment onwards.</p> <p><u>Week 1 Lesson 1: Predictions</u> In this lesson students will be introduced to the termly words, using ranking to establish their understanding. They will predict what the term's novel will involve by looking and analysing the cover, reviews, and key ideas.</p> <p><u>Week 1 Lesson 2: CH1 & 2</u> In this lesson students will read the first two chapters of the novel, discussing how it relates to real life and the ethical</p>	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u></p> <p><u>Week 1 Lesson 1: Introducing SCARS (setting, character, action, reaction, setting)</u> This lesson student will be introduced to the acronym SCARS as a way of structing narrative writing. They will read a model narrative writing which follows SCARS. They will deconstruct it.</p> <p><u>Week 1 Lesson 2: Why do I have to proofread my work?</u> This lesson students will recall how to proofread their work. They will read a non-example and pick up what went wrong. They will be prompted to look for inconsistent tenses, run on sentences, lack of punctuation, sentence length. They will re-draft the non-example and make improvements.</p> <p><u>Week 1 Lesson 3: Assessment prep- Setting</u></p>

<p>issue of police gun control, ending with a choice of 4 Think Hard tasks to recap their learning.</p> <p><u>Week 1 Lesson 3: CH3 & 4</u> In this lesson students will read Chapter 3, exploring if characters were deserving of their fate. They will also read Chapter 4, reflecting on character development and emotions.</p> <p><u>Week 1 Lesson 4: CH5</u> In this lesson students will link termly words to the novel so far, continuing the novel by reading Chapter 5, and complete a guided analysis on Starr's character.</p> <p><u>Week 2 Lesson 1: CH6 & 8</u> In this lesson students will dual-code the termly words, read Chapter 6 with a focus on how Starr feels. They will be given a summary of Chapter 7, continuing to read Chapter 8 with a focus on new characters. They will conclude with drawing parallels between the novel and real-life events (George Floyd's murder).</p> <p><u>Week 2 Lesson 2: CH9 & 10</u> In this lesson students will be given a summary of Chapter 9, develop their analysis with a guided analysis task, read Chapter 10 with a focus on Maverick, and end with a discussion about society's impact on oppressed groups.</p> <p><u>Week 2 Lesson 3: CH10 & 11</u> In this lesson students will continue Chapter 10, be given a partial summary of Chapter 11, and finish reading the chapter with a focus on consequences of character actions and moral messages. They will complete a selection of 4</p>	<p>This lesson student will learn how to establish the setting in their narrative writing. They will read a short extract from White Fang and identify language devices, etc. Then, they will watch a clip from I am legend and explore the setting is established. They will gather vocabulary describing its setting and Write their own description. They will proofread their work.</p> <p><u>Week 1 Lesson 4- Assessment prep- Introducing characters</u> This lesson student will learn how to introduce a character in their narrative writing. They will read the extract from Of Mice and Men and explore how Steinbeck introduced Curley. They will create a checklist for describing their characters. They will watch a clip from I am legend and explore how the protagonist is introduced. They will gather vocabulary to introduce the protagonist and write a paragraph describing him.</p> <p><u>Week 2 Lesson 1: Action and reaction</u> This lesson student will explore how to build in action in their stories and show how their characters feel.</p> <p><u>Week 2 Lesson 2: Assessment planning</u> This lesson student will plan their assessment response.</p> <p><u>Week 2 Lesson 3: Assessment writing</u></p> <p><u>Week 3 Lesson 1: Setting as antagonist</u> This lesson students will explore how the setting can act as antagonist. They will read the extract from There Will Come Soft Rains and identify how the writer makes the house seem</p>
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Think Hard tasks based on the moral messages the novel has presented so far.

Week 2 Lesson 4: CH12 & 13

In this lesson students will be given a partial summary of Chapter 12, continuing to read it with a focus on loss and friendship. They will be given a partial summary of Chapter 13, continue to read the end of the chapter, and end with a What How Why exploration of Starr.

Week 3 Lesson 1 - Justice

In this lesson students will be given a summary of Chapter 14, discuss the meaning of the word ‘justice’, apply this to real-life scenarios similar to those in the novel.

Week 3 Lesson 2 - Race

In this lesson students will complete sentences using the termly word stems. They will read a summary of Chapter 15, then draw upon how race is presented in other novels/ films they have read/seen. This will prompt writing of a hypothesis about how race is presented in the novel.

Week 3 Lesson 3 - Identity

In this lesson students will read Chapter 16 (the start of part 2 of the novel), focusing on Starr’s character development. They will explore two black female figures, and their links to the idea of ‘identity’, later drawing parallels between Starr and Khalil’s identity in the novel.

Week 3 Lesson 4 – Language as Power

In this lesson students will be given a partial summary of Chapter 17, later finishing as whole class reading. They will listen to Clara Amfo’s speech on Black Lives Matter, considering how her use of language and silence is

alive. They will watch the clip from Monster House and gather vocabulary to describe it using personification.

Week 3 Lesson 2: Setting as antagonist- writing

This lesson student will write and edit a piece of writing describing the house.

Week 3 Lesson 3: Setting as mood

This lesson student will explore how setting can establish emotion/mood. They will explore the mood promoted by the set of images.

Week 3 Lesson 4: Setting as mood

Writing and editing

Week 4 Lesson 1: Characters

This lesson students will be introduced to the character of the Joker.

Week 4 Lesson 2: Character and setting

This lesson students will describe the setting and Joker’s character.

Week 4 Lesson 3: longer response

This lesson student will produce a longer response based on the character and a setting.

Week 4 Lesson 4: Action (trigger)

This lesson students will explore how to use flashback in their writing. They will watch a short clip- The Piano and read model examples which use flashbacks.

Week 5 Lesson 1: Flashback writing

<p>powerful, using this as a springboard to finding examples of powerful uses of language in the novel (using the What How Why structure as a guide).</p> <p><u>Week 4 Lesson 1 - Maverick</u> In this lesson students will complete sentences using the termly word stems. They will read a partial summary of Chapter 18, later finishing the chapter as a class read. The What How Why structure will be broken down to explore Maverick's character as practice for the assessment.</p> <p><u>Week 4 Lesson 2 - Evaluation</u> In this lesson students will read a summary of Chapter 19. They will decipher what the term 'evaluate' means with regards to language analysis, and apply this to a guided and modelled analysis of Starr's character.</p> <p><u>Week 4 Lesson 3 - Assessment</u> In this lesson students will plan and write their own evaluative analysis of Starr's character in Chapter 20, using the previous two lessons tasks and structure as a guide.</p> <p><u>Week 4 Lesson 4 - Family</u> In this lesson students will read a Chapter 20 summary, and read Chapter 21 with a focus on how the Carter family are presented. They will read an article about the Obama family, again focusing on the importance of Black family representation.</p> <p><u>Week 5 Lesson 1 - Tupac</u> In this lesson students will write their own sentences using 5 of the termly words. They will read a summary of Chapter 22, then explore the role of Tupac in the novel, and extend this to wider society. They will finish by reflecting and</p>	<p>This lesson student will plan a piece of writing using setting/character/action. They will peer assess and edit their work.</p> <p><u>Week 5 Lesson 2: Tension</u> This lesson students will recall how to build in tension in their writing. They will watch the clip from The Hurt Locker and write a paragraph about using tension techniques.</p> <p><u>Week 5 Lesson 3: Tension- Woman in Back</u> This lesson student will revise tension techniques from last lesson. They will read the extract from Woman in Black and explore how tension in build in.</p> <p><u>Week 5 Lesson 4: Reactions (emotions)</u> This lesson students will explore how their characters can show emotional responses. They will identify basic emotions and, using, "Show, not tell" prompts, they will create a vocabulary bank for each one.</p> <p><u>Week 5 Lesson 1: Reactions: Happiness</u> Students will write about their character being happy.</p> <p><u>Week 5 Lesson 2 : Reactions: Sadness</u> Students will write about their character being sad.</p> <p><u>Week 5 Lesson 3: Longer response</u> Student will plan a longer piece of writing using the setting, character, action, reaction.</p> <p><u>Week 6 Lesson 1: Setting- pathetic fallacy</u> This lesson student will how setting can create different moods. They will watch the clips from Moana and explore how the</p>
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exploring on the role of other inspirational BAME role models (Lil Nas X, Megan Thee Stallion, Stormzy) in modern day.

Week 5 Lesson 2 - Khalil's Hairbrush

In this lesson students will read Chapter 23, explore the concept of a motif, and link this to how Khalil's hairbrush is used as a motif and why throughout the novel.

Week 5 Lesson 3 - Harry Potter

In this lesson students will read a partial summary of Chapter 24, finishing the chapter as a whole class read. They will explore how and why THUG is such an empowering novel for young people, later drawing parallels between this novel and Harry Potter.

Week 5 Lesson 4 - Fwriteday

In this lesson students will read Chapter 25, return to the concept of a motif, and take inspiration for a story or description which uses a motif throughout.

Week 6 Lesson 1 - AOC

In this lesson students will write their own sentences using the remainder of the termly words. They will read the final chapter of the novel, discussing the poignancy of the final words. They will relate this to the politician Alexandria Ocasio-Cortez, and how she is a BAME role model. Teachers may choose to watch her documentary "Bring The House Down" also.

Week 6 Lesson 2 - Dear Martin

In this lesson students will explore the cover, reviews, and blurb of the novel Dear Martin. They will read Chapter 1-2 of

setting changes. In pairs, they will describe the setting at the start of the movie and at the end.

Week 6 Lesson 2: Setting- pathetic fallacy

Same as above but remove shared writing
This lesson student will describe the setting before and after the main event in their story. They will be given a visual prompt.

Week 6 Lesson 3: SCARS all elements together

This lesson student will consolidate all elements of SCARS and plan a piece of writing based on a visual prompt.

Week 6 Lesson 4: final piece

This lesson student will write their final piece based on the planning form last lesson.

the novel, and explore a range of Think Hard tasks based on their reading.

Week 6 Lesson 3 – Black Flamingo

In this lesson students will explore the cover, and blurb of the prose novel Black Flamingo, exploring how it is similar to the authorial intensions of THUG. They will read an extract from the novel, and later explore and discuss the importance of speaking up and embracing identity.

Week 6 Lesson 4 - Media Narratives

In this lesson students will explore the vast differences between White and Black celebrity portrayal in the media. They will read a distasteful article about Raheem Sterling and use this as inspiration to write an empowering article about his achievements.

Week 7 Lesson 1 - Marcus Rashford and Bukayo Saka

In this lesson students will reflect on the termly words in a range of Think Hard tasks. They will explore the roles of Marcus Rashford and Bukayo Saka in society, and how they are both positive role models. Students will watch Rashford's documentary "Feeding Britain's Children" to explore his role in more depth.

Week 7 Lesson 2 - Kamala Harris

In this lesson students will be introduced to Kamala Harris and the positive BAME representation she brings to US Politics. They will explore her speeches and blogs to guide them to create a series of hypothetical plot differences if Harris had been in the THUG.

Week 7 Lesson 3 – Coco Gauff and Naomi Osaka

	<p>In this lesson students will be introduced to Coco Gauff and Naomi Osaka, and their positive BAME representation in sports. They will write a letter to either Gauff or Osaka, thanking them for their contribution to wider society.</p> <p>Week 7 Lesson 4 - film and Black Panthers</p> <p>In this lesson students will explore the Black Panthers 10 point programme, drawing links to the characters of Maverick, and the importance of education. Students will end by watching the film adaptation of THUG.</p>	
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p><u>Writer's purpose</u> C1a. Morals C1b. Ethical choices</p> <p><u>Writers' methods and their effects</u> C2a.Characterisation C2b.Colloquial language C2c. Analysis of ideas, character, language and structure C2d. Effective language C2e. Basic literacy skills</p> <p><u>Critical and evaluative responses to texts</u> C3a. Evaluation</p> <p><u>Context</u> C5a. Hierarchy C5b. Morals C5c. Ethical choices</p> <p><u>Oracy</u> C6a. Colloquial C6b. Standard English C6c. Ethical choices</p>	<p><u>Writers' methods and their effects</u> C2a. Imagery- simile and metaphor C2b. Setting C2c. Analysis of ideas, character, language and structure C2d. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2e. Sentence forms for effect C2f. Semantic field C2g. Effective language C2h. Basic literacy skills C2i. Sentence forms for effect C2j. Genre</p> <p><u>Writing Skills</u> C4a. Imagery- simile and metaphor C4b. Setting C4c. Semantic field C4d. Imagery – simile, metaphor and personification C4e. Rhetorical devices C4f. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs C4g. Effective language C4h. Basic literacy skills - SPAG</p>

		<p>C4i. Sentence forms for effect C4j. Pathetic fallacy C4k.Characterisation C4l.Genre</p> <p>Context C5a. Setting C5b. Genre</p> <p>Oracy</p> <p>C6a. Standard English C6b. Effective language</p>
<p>KS4 End Points</p>	<p>Read widely for pleasure and information including texts from the Literary Canon.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres. Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer’s intentions, identifying bias and context and using comparison when appropriate</p>	<p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively. Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres. Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and</p>

		evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate
Declarative Knowledge (Students should know)	<p>The key characters and plot of the novel</p> <p>The understand concepts such as society, morals, ethical choices, hierarchy</p> <p>Evaluative adverbs</p> <p>The names of Linguistic devices and word classes</p> <p>How to plan and build an opinion</p>	<p>The names of linguistic devices</p> <p>How to structure sentences</p> <p>How to structure descriptive pieces</p>
Procedural Knowledge (Students should be able to do)	<p>Identify language features</p> <p>Begin to comment on effects achieved</p> <p>Comment in a discussion around societal issues</p> <p>Express opinions</p>	<p>Identify and use linguistic devices</p> <p>Comment on effects achieved</p> <p>To write with clarity in an increasingly complex way</p>
Developing T3 Literacy and Numeracy	<p>Vocabulary: Explicit Tier 2 / Tier 3 Vocabulary starters</p> <ul style="list-style-type: none"> • Activist • Catalyst • Conflict • Discrimination • Justice • Morality • Prejudice • Oppression • Systemic • Virtuous 	<p>Vocabulary: Explicit Tier 2 / Tier 3 Vocabulary starters</p> <ul style="list-style-type: none"> • Anticipating • Bewilderment • Chaotic • Cacophony • Colossal • Depraved • Harmoniously • Ominously

	<p>Reading Immersive reading</p> <ul style="list-style-type: none"> • Strategic Reading strategy for struggling readers • Reading a range of opinion writing and fiction • Developing reading strategies 	<ul style="list-style-type: none"> • Tranquil • Turbulent <p>Exposure to rich vocabulary Reading a range of fiction extracts Developing reading strategies</p>
Assessment (Summative and Formative)	Language Paper 1 Question 4 style How far do you agree? Evaluating the extract	Diagnostic marking of a piece of extended writing Descriptive Writing- Write a description suggested by the image.
Links to Prior Learning	Building on comprehension skills and inference Building on how to build an argument in year 8 Literature units	Building on writing skills – sentence structure and vocabulary use Reading a range of Literature
Next steps in learning	Extending analysis further Extending evaluative skills Identifying and filling in gaps in learning for some students	Increasingly crafted linguistic devices Increasingly varied use of structure Increasingly complex vocabulary and structures. Increasing the length of extended writing Increasingly complex vocabulary Increasingly accurate spelling
Common Barriers to learning in this unit	Difficulty in forming hypothesis and building an argument Making evaluative judgements	Lack of security in sentence structure and writing at length independently Weak knowledge of vocabulary



English Year 9

Year 9 Units	Unit: Shakespeare - Macbeth	Apocalypse Now – unseen texts
Unit Overview	<i>A reading unit where for students are reintroduced to Shakespearean language and form in preparation for the study of the GCSE set text. Students should develop an understanding of Shakespearean characters including tragic heroes and the genre of tragedy.</i>	<i>A unit where students revise and develop a range of reading strategies in order to access difficult texts including 19th century texts (which will be studied at GCSE). They should develop a familiarity with handling difficult texts and refine the skills of comparison in more complex texts.</i>
Lesson sequence	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u></p> <p><u>Week 1 Lesson 1: Macbeth in a Nutshell</u> In this lesson students will explore a summary of the plot of Macbeth to aid in their understanding of the extracts this term. They will engage with video and textual explanations to compound their knowledge of the text to speed their understanding of extracts in future lessons</p> <p><u>Week 1 Lesson 2: Animated Short Telling</u> In this lesson students will watch an animated short telling of Macbeth to test their retained knowledge from the previous lesson but also to further support a firm grasp of the plot.</p> <p><u>Week 1 Lesson 3: Key Quotes</u> In this lesson students will explore key quotation from the text, looking at characters and events from these quotes to help not only in understanding of the plot but also to build in foundation skills of analysing and learning quotations.</p>	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u> <u>Reading Strategies</u></p> <p><u>Week 1 Lesson 1: Reading Strategies -Life of Pi</u> In this lesson students will revise reading strategies and practice them by reading an extract from ‘Life of Pi’ and completing the 20-answer challenge.</p> <p><u>Week 1 Lesson 2 : Reading Speed: Jaws and The Time Machine</u> In this lesson students will focus on reading speed; revise reading strategies and test their own speed by reading 2 extracts and completing the 20 answer challenge.</p> <p><u>Week 1 Lesson 3 Earthquakes</u> In this lesson students will practice reading strategies using the 5Ws, practice answering Paper 2, Question 1 on two extracts Source A: Destruction in the City! Source B: Narrow Escape based on the theme of earthquakes.</p> <p><u>Week 1 Lesson 4 MasterChef</u> In this lesson students will read a newspaper article on MasterChef, identify and practice persuasive devices.</p>

Week 2 Lesson 1: The Witches

In this lesson students will explore the role and inclusion of the Witches in the play, considering how witches were considered by contemporary audiences and retrieving previous knowledge of reading strategies to help in reading the scene.

Week 2 Lesson 2: First Impressions of Macbeth

In this lesson students will be reading through Act 1 Scene 2 of Macbeth and analysing how the character of Macbeth is presented to audiences in his first appearance. Students will look at vocabulary choices and narrative elements of the scene that help to build a first impression of the character.

Week 2 Lesson 3: Tragic Hero

In this lesson students will read through Act 1 Scenes 3 and 4 and begin to explore one of the main themes of the play: ambition. By analysing the two scenes and answering questions on each of them, students begin to pick apart and understand how Shakespeare portrays themes within his plays, along with building on contextual knowledge by exploring and understanding the 'divine right of kings'.

Week 3 Lesson 1: Lady Macbeth

In this lesson students will read and explore Lady Macbeth's soliloquy from Act 1 Scene 5, annotating the extract through a guided analysis to help them not only understand what is being said, but also how this presents Lady Macbeth in her first appearance on stage.

Week 3 Lesson 2: Act 1 Scene 5

In this lesson students will continue to study Act 1 Scene 5, starting to develop their written literature analysis

Week 2 Lesson 1 Bear Attacks- Synthesising and summarising information from two texts

In this lesson students will read two extracts and practice synthesising and summarising information verbally

Week 2 Lesson 2 Bear Attacks 2 In this lesson students will practice planning and how to respond to question 2 with a focus on comparison and inference

Week 2 Lesson 3 Explorers

In this lesson, students will plan and respond to question 1 and 2 independently on the Nov 2020 Explorers exam paper.

Week 2 Lesson 4 Animal Attack In this lesson students will read an article about how to survive an animal attack and then describe an animal attack using dramatic verbs and other descriptive devices.

Week 3 Lesson 1 Alone

In this lesson students will be taught how to approach question 4 through teacher modelling, using two extracts about expeditions

Week 3 Lesson 2 Touching the Void extract In this lesson students will practice Q4 on comparing writers' perspectives, using an extract from Touching the Void (not the same extract as the exam paper)- teacher to model how to track writers' perspectives - opportunity for diagnostic feedback.

Week 3 Lesson 3 Assessment Q4 In this lesson students will get diagnostic feedback and do the assessment on Q4 of the

skills. They will explore how to build a hypothesis about Lady Macbeth based on how she is presented, building up their analysis skills through prompts and independent practice.

Week 3 Lesson 3: Act 1 Scene 7

In this lesson students will watch three short videos outlining Act 1 Scene 7, along with interviews with actors playing the roles of Macbeth and Lady Macbeth in order to help the students develop their knowledge and understanding of the characters and the events. This is followed by a role play task in which students Lord and Lady Macbeth speak to a marriage guidance counsellor, giving students the opportunity to creatively explore their understanding of both character and text.

Week 4 Lesson 1: Lady Macbeth's Diary

In this lesson students will creatively explore the character of Lady Macbeth and the events of the play by writing a diary entry from the perspective of Lady Macbeth, allowing students a chance to creatively explore Lady Macbeth's motives and reasoning for her actions in the play.

Week 4 Lesson 2: Act Scene 2

In this lesson students will read and understand Act 2 Scene 2 before taking on the role of a director, considering how the characters could perform and react to each other in order to create a high tension scene. This will give students chance to consider the writer's intentions and how audiences may react to certain lines or moments within the scene.

Week 4 Lesson 3: Imagery Analysis

In this lesson students will explore the use of imagery in Act 2 Scene 2 and consider how Lady Macbeth's word utilise symbolism and imagery in order to portray clear ideas linking to both character intentions and the themes

Nov 20 Explorers paper 15 minutes reading extract and planning 25 minutes writing response.

Week 3 Lesson 4 Catch up

In this lesson students will catch up with assessments or do a task directed by the teacher.

Week 4 Lesson 1 War of the Worlds

In this lesson students will read a 'War of the Worlds' extract, analyse language devices sentences used to describe an alien.

Week 4 Lesson 2 Zoomology

In this lesson students will practice zooming out and zooming in on words and explode a quote in order to analyse layers of meaning – practice the power of the overview and close analysis, diagnostic marking opportunity or live marking opportunity.

Week 4 Lesson 2 Alone Language Analysis

In this lesson, pupils independently will plan and answer question 3 on the Alone extract, practising their language analysis skills – opportunity for feedback using visualiser

Week 4 Lesson 4 Travel Writing

In this lesson, pupils will consider the features of travel writing and practice creating exciting imagery to describe an alien planet.

Week 1 Lesson 4 Opinion Writing: Planning

In this lesson students will practice planning a persona, word bank and paragraph structure, to write an article in response to the statement: 'Helping other people is a positive and enriching experience.'

Week 2 Lesson 1 Opinion Writing Introduction

of the text. Student's will look at individual examples of imagery and analyse them in detail, helping them to develop and practice literature analysis skills ahead of their assessment.

Week 4 Lesson 4: Role Play

In this lesson students will creatively explore the characters of Macbeth and Lady Macbeth along with compounding their understanding of the narrative as they take on the roles of these characters and write modern day soliloquys to help them both embody the character and to demonstrate their understanding of the text.

Week 5 Lesson 1: Act 5 Scene 1

In this lesson students will read and explore Act 5 Scene 1, looking at how Lady Macbeth has changed through the play up to this point in the narrative. They will look at how Shakespeare has portrayed Lady Macbeth and her character arc within story and how this links to themes. They will also identify language and structural devices within the scene to help prepare them for the upcoming assessment.

Week 5 Lesson 2: Assessment Preparation

In this lesson students will plan their essay responses to a literature exam style question about Lady Macbeth, focusing on the three extracts that they have studied over the course of the term. Students will decide on which quotes they will be analysing as well as building up a rough plan of structure for their essay. This may take multiple lessons to complete preparations depending on class.

Week 5 Lesson 3: Assessment

In this lesson students will continue to work on the opinion writing that they started in week 1. This lesson they will remind themselves of their word bank and plan, and then write the introduction.

Week 5 Lesson 1: Tick Time

In this lesson students will do tick time on Q4 of the Explorers paper, considering how they could improve.

Week 5 Lesson 2: I deserve Chocolate

In this lesson students will recap persuasive devices, revising anaphora, pronouns and use of adjectival phrases

Week 5 Lesson 3: Listed Subordinate phrases

In this lesson students will practice listed subordinate phrases using a specific sentence structure: While, while, while, then, When, when, when, then, If, if, if, then

Week 5 Lesson 4 Diagnostic Feedback and Redraft Opinion Writing

In this lesson students will have an opportunity to receive diagnostic feedback on the writing they have done in the previous 3 lessons, pick a piece of work to redraft and complete.

Week 6 Lesson 1: Planning a Persona

In this lesson students will be taught how to plan a response to a statement about helping other people, considering how to plan an effective persona and structure.

Week 6 Lesson 2: Effective Introductions

In this lesson students will write the introduction to the piece of writing that they have planned in the previous lesson, focusing

	<p>In this lesson students will sit the assessment that they have been prepping for.</p> <p><u>Week 6 Lesson 1: Fwriteday</u> In this lesson students will have the choice of practicing their creative and descriptive writing skills on a selection of exam style questions to help retain, practice and improve upon existing skills.</p> <p><u>Week 6 Lesson 3: Tick Time</u> In this lesson students will receive feedback on their recent assessment, looking at strengths and areas for improvement before working in green pen to respond to the feedback given in order to practice improving their responses.</p>	<p>on how to create a convincing persona and using persuasive sentence structures.</p> <p><u>Week 6 Lesson 3: Zombie attack article</u> In this lesson students will write a persuasive article arguing whether '<i>It is morally wrong to kill a zombie. It could be someone's mum, sister, husband or friend.</i>' There is a focus on features of an article and SPAG.</p> <p><u>Week 6 Lesson 4: Zombie speech</u> In this lesson students will revise put into practice their knowledge of persuasive devices to write a short speech</p>
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p><u>Writer's purpose</u> C1a. Morals C1b. Ethical choices C1c. Perspectives</p> <p><u>Writers' methods and their effects</u> C2a. Characterisation C2b. Form C2c. Dramatic irony C2e. Imagery- simile and metaphor C2g. Analysis of ideas, character, language, and structure C2i. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2k. Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative perspective C2l. Semantic field C2m. Effective language</p>	<p><u>Writer's purpose</u> C1b. Ethical choices C1c. Perspectives C1d. Opinion writing</p> <p><u>Writers' methods and their effects</u> C2e. Imagery- simile and metaphor C2f. Setting C2g. Analysis of ideas, character, language and structure C2h. Rhetorical devices C2i. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2j. Sentence forms for effect C2l. Semantic field C2m. Effective language C2o. Basic literacy skills C2p. Sentence forms for effect</p>

	<p>C2o. Basic literacy skills</p> <p><u>Critical and evaluative responses to texts</u> C3a. Academic writing C3b. Responding to an essay style question C3c. Write a lot about a little C3d. Evaluation</p> <p><u>Writing Skills</u> C4d. Academic writing C4e. Responding to an essay style question C4f. Write a lot about a little C4h. Perspectives C4n. Basic literacy skills - SPAG C4r. Evaluation C4t. Characterisation</p> <p><u>Context</u> C5b. Hierarchy C5c. Patriarchy C5e. Morals C5f. Ethical choices</p> <p><u>Oracy</u> C6d. synthesis C6f. Perspectives</p>	<p><u>Critical and evaluative responses to texts</u> C3a. Academic writing C3b. Responding to an essay style question C3c. Write a lot about a little C3d. Evaluation C3e. Comparison</p> <p><u>Writing Skills</u> C4a. Imagery- simile and metaphor C4b. Setting C4c. synthesis C4d. Academic writing C4f. Write a lot about a little C4g. Semantic field C4h. Perspectives C4i. Imagery – simile, metaphor and personification C4j. Rhetorical devices C4k. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs C4l. Effective language C4m. Structuring opinion writing C4n. Basic literacy skills - SPAG C4o. Sentence forms for effect C4r. Evaluation C4s. Comparison</p> <p><u>Context</u> C5e. Morals C5f. Ethical choices</p> <p><u>Oracy</u> C6b. Standard English</p>
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		<p>C6f. Perspectives C6i. Structuring opinion</p>
<p>KS4 End Points</p>	<p><i>For students to be introduced to Shakespearean language and form in preparation for the study of the GCSE set text. Students should develop an understanding of Shakespearean characters including tragic heroes and the genre of tragedy.</i></p> <p>Write for the purpose of critical exploration of a literary text. Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres, able to draw on inspiration from literary texts. Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.</p> <p>Read widely for pleasure and information including texts from the Literary Canon.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.</p>	<p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p> <p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres.</p> <p>Read widely for pleasure and information including texts from the Literary Canon.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.</p>

<p>Declarative Knowledge (Students should know)</p>	<p>The nature of tragedy</p> <p>Characterisation – the idea that characters are constructs.</p> <p>Key terms such as: Hierarchy, Patriarchy</p> <p>Key literary techniques - Dramatic irony, Imagery- simile and metaphor and personification</p> <p>How to respond to a text in an academic style</p> <p>How to transform a text</p>	<p>How to compare two non fiction sources</p> <p>Reading strategies to apply to unseen texts</p> <p>How to express an opinion</p> <p>Effective devices for description</p> <p>Effective use of language</p>
<p>Procedural Knowledge (Students should be able to do)</p>	<p>Analyse character, language and structure</p> <p>Write in an academic writing. (EDIT TO HERE)</p> <p>Respond to an extract.</p>	<p>Compare the perspectives expressed in non-fiction</p> <p>Compare the perspectives expressed in non-fiction</p> <p>How to use reading strategies to approach unseen texts</p> <p>Identify linguistic devices in a text and comment on them</p> <p>Use linguistic devices in different writing styles</p>
<p>Developing T3 Literacy and Numeracy</p>	<p>Vocabulary: Explicit Tier 2 / Tier 3 Vocabulary starters</p> <ul style="list-style-type: none"> • Catalyst • Conflict • Conform • Corruption • Hierarchy • Inherent • Masculinity • Morality • Patriarchy • Subvert <p>Reading</p>	<p>Vocabulary: Explicit teaching of tier 2 vocabulary</p> <ul style="list-style-type: none"> • Despair • Bewilderment • Optimistic • Disillusionment • Enthusiasm • Pessimistic • Exasperation • Fondness • Vulnerable • Nostalgia <p>• Exposure to rich vocabulary</p> <p>Reading</p> <ul style="list-style-type: none"> • Reading a range of opinion writing and fiction

	<ul style="list-style-type: none"> • Strategic Reading strategy for struggling readers • Reading a range of opinion writing and fiction • Developing reading strategies 	<ul style="list-style-type: none"> • Strategic reading strategy for struggling readers <p>Building on reading strategies covered in earlier years</p>
Assessment (Summative and Formative)	Diagnostic marking of character analysis Extended writing on analysis of character – Lady Macbeth	Live marking/diagnostic marking of descriptive writing Comparing writers' ideas and perspectives (paper 2 Q4)
Links to Prior Learning	Builds on the exploration of ideas and characterisation from texts studied in previous terms (THUG, OMAM, Telling tales, Bone talk) Uses existing knowledge of writers' methods and how they are used to create effects and convey ideas to readers and audiences. Further develops critical exploration of moral values and ethical choices made by characters in different contexts. Consolidates and/or develops academic writing skills.	Skills of comparison and synthesis Identifying writers' perspectives in earlier non fiction units Writing skills – opinion and descriptive
Next steps in learning	Micro analysis in this unit lays the foundation for more extended literature responses at KS4 Identify gaps in learning	Applying synthesis and comparison skills to more complex texts Developing analysis further and identifying and filling in gaps in learning for some students
Common Barriers to learning in this unit	Difficulties in understanding Shakespeare's language.	Lack of nuanced vocabulary to explore perspectives Writing accuracy as ideas and content becomes increasingly complex



English Year 9

Year 9 Units	Anthology Poetry	Romeo and Juliet
<p>Unit Overview</p>	<p><i>A reading unit where students become familiar and engaged with the poetry used in the GCSE Literature and develop strategies for understanding the poetry. Students will have the opportunity to respond to the texts creatively as well as apply their skills of analysis and inference taught in years 7 and 8.</i></p>	<p><i>A reading unit where students become familiar and engaged with the contexts of 'Romeo and Juliet', the plot line and characters in the play. Students should be able to make links between their earlier study of 'Macbeth' and the tragedy of 'Romeo and Juliet' in order to understand the form of the play. Students respond creatively to the text.</i></p>
<p>Lesson sequence</p>	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u></p> <p><u>Week 1 Lesson 1: Revising persuasive devices.</u> In this lesson students will revise persuasive devices in preparation for their Language Paper 2 assessment.</p> <p><u>Week 1 Lesson 2: Assessment prep:</u> In this lesson, students will read and watch a range of extracts/ videos on first person accounts of survival, gathering information in order to inspire their assessment opinion writing</p> <p><u>Week 1 Lesson 3: Planning for assessment</u> In this lesson, students will use a planning sheet to meticulously gather words, sentences and imagery for their assessment.</p> <p><u>Week 1 Lesson 4: Assessment</u> In this lesson, students will write their opinion piece entitled 'I'm a survivor' and revise, edit and improve it.</p> <p><u>Week 2 Lesson 1: Ozymandias</u></p>	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u></p> <p><u>Week 1 Lesson 1 Shakespeare Context:</u> In this lesson students will recap what they remember about the Elizabethan era and if they have any prior knowledge about the story of Romeo and Juliet. They then watch 3 clips and make notes on Context.</p> <p><u>Week 1 Lesson 2 Watch Luhrmann 1:</u> In this lesson students will watch the Baz Luhrmann version of Romeo and Juliet and make notes in their trackers on: plot, themes, emotions and key quotations.</p> <p><u>Week 1 Lesson 3 Watch Luhrmann 2:</u> In this lesson students will watch the Baz Luhrmann version of Romeo and Juliet and make notes in their trackers on: plot, themes, emotions and key quotations.</p> <p><u>Week 1 Lesson 4 Watch Luhrmann 3:</u> In this lesson students will watch the Baz Luhrmann version of Romeo and Juliet and make notes in their trackers on: plot, themes, emotions and key quotations.</p>

In this lesson students will explore the poem Ozymandias. First, they will explore a range of images showing human power and power of nature. Then, they will read the poem and answer reading comprehension question. To consolidate their understanding, they will fill in checkpoint booklet by summarizing the poem and picking up powerful quotes, language and structural devices.

Week 2 Lesson 2: Storm on the island

In this lesson students will explore the poem Storm on the island. Before reading, they will link a range of images linking to power of nature. During reading, they consider who is speaking and what the poem is about. They will identify semantic field and shift in feelings. To consolidate their understanding, they will fill in checkpoint booklet by summarizing the poem and picking up powerful quotes, language, structural devices and links to other poems from the cluster.

Week 2 Lesson 3: The Prelude

In this lesson students will explore the poem The Prelude. Before reading, they will make a prediction about the poem. During reading, they will explore how the poem links to the power of nature and human power. To consolidate their understanding, they will fill in checkpoint booklet by summarizing the poem and picking up powerful quotes, language, structural devices and links to other poems from the cluster.

Week 2 Lesson 4: Exposure

Week 2 Lesson 1 The Prologue & blackout poetry:

In this lesson students will complete ranking and dual coding for this term's vocabulary. The prologue is then read, checked for understanding and students then create their own blackout poem using words from the prologue and conveying similar content.

Week 2 Lesson 2 The Prologue as a sonnet:

In this lesson students will create tweets of the plot. Students analyse the use of rhythm and plot on a grid. They will work on the line which doesn't follow the pattern then understand the format and conventions of a sonnet.

Week 2 Lesson 3 Romeo & Juliet meet:

In this lesson students will recap the conventions of a sonnet. They will then analyse Act 1, scene 5, noting use of religious and body imagery. They will then draw a series of images from the prologue.

Week 2 Lesson 4 The Fight scene- reduced:

In this lesson students will use key words from Act 3, scene 1 to predict what will happen. Students will read the scene then create a storyboard of the 6 main events with quotations to support.

Week 3 Lesson 1 Diagnostic assessment:

In this lesson students will complete the first 5 stem sentences for this term's key vocabulary. Students will plan a description as suggested by an image of Romeo and Juliet on the balcony.

Week 3 Lesson 2 Diagnostic assessment:

In this lesson students will explore the poem Exposure. Before reading, they will make a prediction about the poem. During the reading, they will consider who is speaking, what is happening, etc. They will focus on language and structural devices. They will emotion wheel to identify and track emotions in the poem. To consolidate their understanding, they will fill in checkpoint booklet by summarizing the poem and picking up powerful quotes, language, structural devices and links to other poems from the cluster.

Week 3 Lesson 1: Remains

Throughout the week students will read the explore the poems linking to the power of memories.

In this lesson students will explore the poem Remains. First, they will make a prediction about the poem. Then, they will watch a video of Guardsman Tromans reflecting on his experience of conflict. During reading, they will track emotions of the speaker. To consolidate their understanding, they will fill in checkpoint booklet by summarizing the poem and picking up powerful quotes, language, structural devices and links to other poems from the cluster.

Week 3 Lesson 2: War Photographer

In this lesson students will explore the poem War Photographer. Before reading, they will comment on the range of war photographs and consider different perspectives. During the reading, they will consider who is speaking, what is happening, etc. They will create a story board of the poem. To consolidate their understanding, they will fill in checkpoint booklet by

In this lesson students will complete the diagnostic assessment task.

Week 3 Lesson 3 Memes:

In this lesson students will discuss what memes are and what they like/dislike about them, what their purpose is and what they should show. They will then look at a series of memes and explain what they show about: plot, Romeo and Juliet. They will then create their own memes.

Week 3 Lesson 4 Romeo and/or Juliet:

In this lesson students will play a game which changes vital parts of the play and gives alternative endings/perspectives on the plot.

Week 4 Lesson 1 Romeo:

In this lesson students will complete the 2nd set of stem sentences for the remaining 5 key vocabulary words. They will then explore what love is and what Romeo and Benvolio feel about it. They will look at how to offer good advice then create a letter to Romeo advising him as to what to do in his predicament.

Week 4 Lesson 2 Juliet:

In this lesson students will consider rules in today's society. Then they will read an article about rules in Elizabethan England and discuss which aggravate them. After reading about expectations of women, they will write a list of what the expectations would have been for Juliet and how they would compare to what she would be like today. Then they consider the rules their parents have for them and what rules they would have when/if they become parents.

summarizing the poem and picking up powerful quotes, language, structural devices and links to other poems from the cluster.

Week 3 Lesson 3: The Emigree

In this lesson students will explore the poem The Emigree. Before reading, they will consider how the idea of a home can link to identity. During reading, they will list key emotions next to each stanza. To consolidate their understanding, they will fill in checkpoint booklet by summarizing the poem and picking up powerful quotes, language, structural devices and links to other poems from the cluster.

Week 3 Lesson 4: Kamikaze

In this lesson students will explore the poem Kamikaze. Before reading, they will consider the title of the poem. They will learn/recall contextual information about kamikaze pilots. During reading, they will draw an image next to each stanza, add thoughts and feelings. To consolidate their understanding, they will fill in checkpoint booklet by summarizing the poem and picking up powerful quotes, language, structural devices and links to other poems from the cluster. As their exit ticket, students will make paper airplanes and write powerful quotes in them.

Week 4 Lesson 1

Throughout the week students will read the explore the poems linking to the power of man.

Week 4 Lesson 3 Parents:

In this lesson students will discuss what makes a good parent and what we learn about both sets of parents in Romeo and Juliet. Then they consider the roles of the Nurse and the Friar in the play. They will then produce a list of questions for the Nurse and the Friar for hot-seating. At the end of the lesson, students will have to adopt the persona of one of the parents in the play and write a diary entry about how they feel at the end of the story.

Week 4 Lesson 4 Modern text:

In this lesson students will read the opening of 'Across the Barricades' and make links to Romeo and Juliet. They will then create a plan for story where 2 unlikely characters fall in love and then write the opening paragraph.

Week 5 Lesson 1 Conflict & violence:

In this lesson students will recap examples of conflict from the play. They will then watch a clip from West Side Story and explain how atmosphere is created and how the characters react to each other. This will then be compared to the opening of Romeo and Juliet. After reading the opening scene, students will complete a series of activities showing their understanding of conflict in the play.

Week 5 Lesson 2 Inner conflict:

In this lesson students will discuss what problems teenagers face today and what inner conflict they experience. They will then consider what Romeo and Juliet would say about the same things. Students will then watch a clip and explore how Juliet shares her inner conflict and then follow up with quotations from Romeo and what inner conflict he faces. This

In this lesson students will explore the poem London. Before reading, they will imagine that they are walking through the streets of London. They will consider what they might see/hear, etc.

Week 4 Lesson 2: Checking Out Me History

In this lesson students will explore the poem Checking Out Me History. Before reading, students will explore the context of the poem. During reading, they will pick up powerful quotations. To consolidate their understanding, they will fill in checkpoint booklet by summarizing the poem and writing down powerful quotes, language, structural devices and links to other poems from the cluster.

Week 4 Lesson 3: My Last Duchess

In this lesson students will explore the poem My Last Duchess. At first, they will make a prediction based on an image and consider the title. They will look at sophisticated vocabulary and think how it might link to the poem. Student will read a number of powerful lines, one at a time, and consider what we learn. During reading, they will underline quotes which support their initial ideas and predictions. To consolidate their understanding, they will fill in checkpoint booklet by summarizing the poem and writing down powerful quotes, language, structural devices and links to other poems from the cluster.

Week 4 Lesson 4: Tissue

is followed by a series of activities which show understanding of characters and their inner conflict.

Week 5 Lesson 3 Love:

In this lesson students will create their own sentences using 5 of the termly words. Students consider the theme of love and how characters are linked to it. They then explain how a list of quotations portray love. Students then create online dating profiles for: Romeo, Juliet and Mercutio.

Week 5 Lesson 4 Modern texts, Noughts & Crosses:

In this lesson students will discuss what obstacles people face in relationships in the modern day. After reading the synopsis of Noughts & Crosses, students have to consider which situation is more challenging when thinking of Romeo and Juliet too. After reading chapters 1 and 2 of the novel, students discuss what they learn about the main characters' relationship and then make their way through a series of tasks based on the novel and the play.

Week 6 Lesson 1 Comparison of death scenes:

In this lesson students will create a further 5 sentences using the remaining termly vocabulary. They will then watch the death scene in Baz Luhrmann and Zeffirelli's versions of the play. They will then decide which they prefer and why.

Week 6 Lesson 2 The Prologue revisited:

In this lesson students will recap the prologue and draw images to match the content of it. They will then write their own prologue which summarises the events of the play.

Week 6 Lesson 3 Comparison of balcony scenes:

In this lesson students will explore the poem, Tissue. Before reading they will make a link between a range of images. During the reading, they will consider who is speaking, what is happening, etc. After reading, they will identify examples of imagery linked to power, instability, light and paper. To consolidate their understanding, they will fill in checkpoint booklet by summarizing the poem and writing down powerful quotes, language, structural devices and links to other poems from the cluster.

Week 5 Lesson 1: The Charge of the Light Brigade.

In this lesson students will explore the poem The Charge of the Light Brigade. Before reading, they will consider what is a heroic and unheroic action. During reading, they will find evidence for the range of statements about portrayal of war in the poem. After reading, they will discuss how the poet presents his ideas about war. To consolidate their understanding, they will fill in checkpoint booklet by summarizing the poem and writing down powerful quotes, language, structural devices and links to other poems from the cluster.

Week 5 Lesson 2: Bayonet Charge

In this lesson students will explore the poem Bayonet Charge. Before reading, they will reflect on their prior knowledge of WW1. During reading, they will track how the speaker feels about his experience of war. To consolidate their understanding, they will fill in checkpoint booklet by summarizing the poem and writing down powerful quotes, language, structural devices and links to other poems from the cluster.

Week 5 Lesson 3: Poppies

In this lesson students will watch the balcony scenes in Baz Luhrmann and Zeffirelli's versions of the play. They will then decide which they prefer and why.

Week 6 Lesson 4 Comparison of fight scenes:

In this lesson students will complete 'Think hard' tasks based on this term's vocabulary. They will then watch the fight scene in Baz Luhrmann and Zeffirelli's versions of the play. They will then compare how they are different.

In this lesson students will explore the poem, Poppies. Before reading, students consider how war is likely to impact women and what their role in war should be. During the reading, they will consider who is speaking, what is happening, etc. During reading, they will highlight references to a range of powerful images. Then, they will consider the structure of the poem, track emotions and look for patterns of imagery.

Week 5 Lesson 4: Checking the checkpoint

In this lesson students will have an opportunity to complete checkpoint booklet for any lessons they might have missed. If they attended all power and conflict lessons and their notes are complete, they will choose their favourite quotes and illustrate them.

Week 6 Lesson 1: Tick time

In this lesson students will complete their tick time activity.

In Week 1, they completed assessment- Write an article in response to the statement: "It has never been easy to be a teenager." Students will redraft a section of their work in response to teacher's feedback.

Week 6 Lesson 2: Power and conflict poetry quiz

In this lesson students will revise the poems by completing the quiz. They will identify the poems based on a range of images. They will define a range of vocabulary from the poems.

Week 6 Lesson 3:

In this lesson students will catch up

	Week 6 Lesson 4: In this lesson students will	
<p>Key Domains and Concepts Taught in this Unit</p>	<p>Anthology Poetry</p> <p><u>Writer's purpose</u></p> <p>C1a. Morals C1b. Ethical choices C1c. Perspectives C1d. Opinion writing</p> <p><u>Writers' methods and their effects</u></p> <p>C2a.Characterisation C2b. Form C2d.Colloquial language C2e. Imagery- simile and metaphor C2f. Setting C2g. Analysis of ideas, character, language and structure C2h. Rhetorical devices C2i. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2j. Sentence forms for effect C2k.Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative perspective C2l. Semantic field C2m. Effective language C2n. Structuring opinion writing C2o. Basic literacy skills C2p. Sentence forms for effect C2q. Genre</p> <p><u>Critical and evaluative responses to texts</u></p>	<p>D1. <u>Writer's purpose</u></p> <p>C1a. Morals C1b. Ethical choices C1c. Perspectives</p> <p>D2. <u>Writers' methods and their effects</u></p> <p>C2a.Characterisation C2b. Form C2c. Dramatic irony C2f. Setting C2k.Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative perspective C2l. Semantic field C2m. Effective language C2o. Basic literacy skills C2q. Genre</p> <p>D4. <u>Writing Skills</u></p> <p>C4a. Imagery- simile and metaphor C4b. Setting C4e. Responding to an essay style question C4f. Write a lot about a little C4i. Imagery – simile, metaphor and personification C4k. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs C4l. Effective language C4n. Basic literacy skills - SPAG C4o. Sentence forms for effect</p>

	<p>C3a. Academic writing C3b. Responding to an essay style question C3c. Write a lot about a little C3d. Evaluation C3e. Comparison</p> <p><u>Writing Skills</u> C4a. Imagery- simile and metaphor C4b. Setting C4c. synthesis C4d. Academic writing C4e. Responding to an essay style question C4f. Write a lot about a little C4g. Semantic field C4h. Perspectives C4i. Imagery – simile, metaphor and personification C4j. Rhetorical devices C4k. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs C4l. Effective language C4m. Structuring opinion writing C4n. Basic literacy skills - SPAG C4o. Sentence forms for effect C4p. Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative, perspective C4q. Pathetic fallacy C4r. Evaluation C4s. Comparison C4t. Characterisation C4u. Genre</p>	<p>C4p. Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative, perspective</p> <p><u>D5. Context</u> C5b. Hierarchy C5c. Patriarchy C5e. Morals C5f. Ethical choices C5g. Setting C5h. Genre</p> <p><u>D6. Oracy</u> C6e. Semantic field C6f. Perspectives C6h. Effective language C6k. Ethical choices</p>
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	<p>Context</p> <p>C5a. Socialism C5b. Hierarchy C5c. Patriarchy C5d. Class C5e. Morals C5f. Ethical choices C5g. Setting C5h. Genre</p> <p>D1. Writer's purpose D2. Writers' methods and their effects D3. Critical and evaluative responses to texts D4. Writing Skills D5. Context</p>	
<p>KS4 End Points</p>	<p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively. Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres. Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically</p>	<p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively. Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres. Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.</p>

	and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.	Read widely for pleasure and information including texts from the Literary Canon.
Declarative Knowledge (Students should know)	The names of Linguistic devices and word classes The key themes and plot of all poems. The understanding of concepts such as patriarchy, colonialism, hierarchy, war, power. How to transform a text	Key characters, events and themes in the play (such as love, tragedy, loss, hierarchy, patriarchy and so on) Have an understanding of the tragedy genre. How to respond creatively to a text
Procedural Knowledge (Students should be able to do)	Identify language features Begin to comment on effects achieved Begin to comment on writer's purpose. Begin to comment on themes in each poem. Respond creatively to poetry	Explore themes and ideas in a text in a variety of ways; apply some of these in a creative writing piece by using a range of writing skills to create a piece of descriptive writing.
Developing T3 Literacy and Numeracy	<p>Vocabulary: Explicit teaching of tier 2/ tier 3 Vocabulary</p> <ul style="list-style-type: none"> • Conform • Corruption • Ephemeral • Futility • Hierarchy • Inferior • Oppression • Patriarchy • Subvert. <p>Reading</p> <ul style="list-style-type: none"> • Strategic Reading strategy for struggling readers • Reading a range of opinion writing and fiction • Developing reading strategies 	<p>Vocabulary: Explicit teaching of Tier 2 / Tier 3 Vocabulary & dual coding</p> <ul style="list-style-type: none"> • Patriarchal • Masculinity • Conform • Subvert • Conflict • Hierarchy • Provocative • Repressive • Catalyst • Misogynistic <p>Reading</p> <ul style="list-style-type: none"> • Strategic reading strategy for struggling readers • Reading a range of fiction extracts <p>Developing reading strategies</p>

Assessment (Summative and Formative)	Descriptive writing	<p>Various opportunities to assess understanding of events, structure, themes and ideas.</p> <p>Creative writing assessment piece in which some of the above can be used.</p>
Links to Prior Learning	Identification of language features and effects created. Comments on writer's purpose and use of themes.	Links to form, (some) themes, genre and language in previous Shakespearean texts studied in KS3. Link back to approaches to Shakespearean/difficult texts in previous units.
Next steps in learning	Identifying and filling in gaps in learning for some students	Detailed analysis of language, form, themes and structure, along with preparation for the Shakespeare unit in the GCSE Literature exam, in Year 11 Romeo Juliet unit.
Common Barriers to learning in this unit	Lack of development of independent analysis of poetry. Possible themes which haven't been explored before. Identification of structural methods.	Students struggling with Shakespearean language (a range of creative approaches are used here to try to access the language and structure; teacher modelling of use of notes, dictionaries, visualisation (and a range of other reading technique) can help with this).