

<b>Subject:</b> ENGLISH	<b>Year</b> 9	<b>Ability</b> All
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Term / Date(s)	Half-term 1	Half-term 2 -3	Half-term 3-4	Half-term 4-5	Half-term 6
<b>Topic</b>	Short Stories of Sherlock Holmes by Arthur Conan Doyle	Fiction Genre Reading and Writing	Non-fiction writing (Climate Crisis)	Heroes by Robert Cormier	AQA English Literature Post-1914 Drama: 'An Inspector Calls'
<b>Topic overview</b> <b>Pupils will learn...</b>	The conventions of a Victorian detective story, including how Arthur Conan Doyle creates character, constructs plot and creates satisfying endings.	How to identify and interpret information and ideas from a range of challenging fiction extracts and how to apply that to use language creatively and imaginatively to construct an extended narrative within a literary genre with a structured plot and a deliberate and effective atmosphere. They will also secure their ability to analyse language and structure to understand how writers influence the reader.	How to write a range of non-fiction texts for different purposes and a variety of audiences whilst exploring the topic of climate change.	Read the novel of 'Heroes' in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas, interleaved with the reading of linked thematic poetry to widen their understanding of key contextual and thematic concepts.	How to read, analyse and critically explore the character development, themes and context of a post-1914 text, interleaved with AQA Literature Power and Conflict poetry to explore challenging themes and contexts.
<b>Components</b>	<p>Students will read a range of Sherlock Holmes stories, including The Speckled Band and The Man with the Twisted Lip, to see how the stories are created.</p> <p>Students will explore Victorian society and how this is portrayed within the short stories, in order to understand the influences on the writer's choices.</p> <p>Students to secure their ability to use relevant, concise quotations and textual reference when writing about the stories to support and develop an interpretation in an extended analysis.</p> <p>Students will develop their exploration of the writer's craft in order to secure their ability to identify and comment on language, tone and structural techniques used by Conan Doyle.</p> <p>Students will explore the events and ideas in the stories in order to secure their ability to understand, describe, and interpret information, events or ideas from the short stories and use</p>	<p>Students will secure their skills in understanding, describing and selection of information in order to retrieve information, events or ideas from texts.</p> <p>Students will secure the ability to select relevant, concise quotations in order to support an accurate viewpoint.</p> <p>Students will secure their ability to infer and interpret information, events or ideas from texts in order to show comprehension of source material.</p> <p>Students will accurately identify language and structural features in order to comment on the effect of this on the reader.</p> <p>Students will begin to use the quote/comment technique successfully in order to write concisely and cover a range of textual references.</p> <p>Students will identify and comment on writer's purposes and viewpoints in order to show the overall effect of the text on the reader.</p>	<p>Students will use examples of reports, reviews, guides and articles in order to identify and reproduce the features of each text type in their own writing.</p> <p>Students will identify and use a range of methods in order to reflect the text type, audience and purpose for a range of tasks.</p> <p>Students will introduce a variety of rhetorical devices in their own practice, in order to suit a range of text types, audiences and purposes.</p> <p>Students will further recall, revise and practise using accurate spelling, punctuation and grammar in order to improve technical accuracy in sustained writing pieces.</p> <p>Students will be introduced to, and practise using, the non-fiction five-part structure of introduction, three main ideas and conclusion, in order to ensure writing is organised and developed.</p>	<p>Students will read the novel of Heroes to analyse how the story and plot has been created and developed.</p> <p>Students will explore World War II context and how this is portrayed in the novel in order to secure their understanding of how contexts influence the writer's choices in texts.</p> <p>Students will securely use relevant, concise quotations and textual reference when writing about the novel to support and develop an interpretation in an extended analysis.</p> <p>Students will embed their exploration of the writer's craft in order to securely identify and comment on language, tone and structural techniques used by Cormier.</p> <p>Students will explore the events and ideas in the stories in order to understand, describe, and interpret information, events or ideas from the novel and use quotations when writing about the stories.</p>	<p>Students will explore the context of the text to see how this affects the events and characters in the play.</p> <p>Students will read the play and explore events and ideas in the play in order to securely understand, describe, and interpret information to support and develop an interpretation in an extended analysis.</p> <p>Students will use relevant, concise quotations and/or textual references when writing about the play in order to develop a convincing and informed personal response.</p> <p>Students will explore the writer's craft in order to identify and comment on language, tone and structural techniques used by the writer.</p> <p>Students will securely analyse how settings are used to understand how they add meaning to the play.</p> <p>Students will understand the key themes of the play in order to explore how they are developed and shown throughout the play in</p>

	<p>quotations when writing about the stories.</p> <p>Students will explore how Conan Doyle creates character and secure their knowledge of how characters develop or change across the stories in order to show consideration of how structure is used to influence the reader.</p> <p>Students will identify the writer's choice of vocabulary, grammatical and structural features in order to secure their ability to evaluate how a writer creates meaning and effects.</p> <p>Students will secure their use of a critical style in order to structure and develop an effective argument.</p> <p>Students will explore and analyse connections between the short stories in order to make critical comparisons across texts.</p>	<p>Students will read and evaluate a section of a fiction extract in order to come to a considered judgement.</p> <p>Students will secure their ability to use a five-part story structure in order to create a cohesive and fluid narrative.</p> <p>Students will use descriptive language in order to create effective settings and atmospheres.</p> <p>Students will use an extensive variety of language techniques and structural devices to create conflict in order to engage a reader in their own writing.</p> <p>Students will use varied sentence types, sentence structures and paragraphing to support cohesion, to engage and sustain the reader's interest and to construct a satisfying resolution.</p> <p>Students will use an extensive variety of accurate spelling, punctuation and grammar in order to write with clarity and precision, aiding the reader.</p>		<p>Students will explore how Cormier creates character and how characters develop or change across the stories in order to show secure and detailed consideration of how structure is used to influence the reader.</p> <p>Students will identify the writer's choice of vocabulary, grammatical and structural features in order to securely evaluate how a writer creates meaning and effects.</p> <p>Students will learn to use a critical style in order to structure and begin to develop an effective argument across a whole text.</p> <p>Students will explore and critically and evaluatively analyse more challenging linked thematic poetry to deepen their understanding of key contextual concepts including PTSD, the reality of war and the use of propaganda.</p>	<p>order to develop a considered interpretation.</p> <p>Students will securely use a critical style in order to structure a developed, critical analysis.</p>
<p><b>What pupils should already know (prior learning components)</b></p>	<p>Students should have read and analysed modern novels (Of Mice and Men Y8) and explored Victorian literature through 'Oliver Twist'.</p> <p>Students have explored plot and characterisation in simpler extracts/ texts.</p> <p>Students have explored the Victorian era through a variety of fiction and non-fiction across years 7 and 8.</p>	<p>Students should be able to select relevant quotations to support a viewpoint.</p> <p>Students should be able to identify and comment on the effect of techniques used by a writer.</p> <p>Students have been taught how to construct a narrative (Gothic Writing Y7 ) and how to use language to write descriptively (Dystopias in Y8).</p> <p>Students should know how to use punctuation and grammar for clarity and coherence (Letter Writing Y7, Non-fiction writing Y8).</p>	<p>Features of non-fiction writing (Y7 &amp; Y8)</p> <p>How to use punctuation and grammar for clarity and coherence (Writing Y7, Non-fiction writing Y8).</p> <p>The causes and impact of climate change globally.</p> <p>Students should know how to use stimulus materials to support their own writing.</p> <p>Students should know how to construct an argument in writing.</p> <p>Students should be able to use grammatical and structural features to write a response.</p>	<p>Students should have read, analysed and written critical essays based on previously studied novels and short stories. (Sherlock Holmes, OMAM)</p> <p>Students should have read, analysed and critically evaluated poetry across all the KS3 thematic units.</p> <p>Students should have explored how context can affect meaning in a text. (Victorian context in Sherlock Holmes)</p> <p>Students should have explored how language is used to create meaning (OT, R+J, SH)</p> <p>Students will know how to write about how a character develops. (SH, OMAM)</p>	<p>Students will have read and analysed modern plays (Oliver Twist) and Shakespearean plays (A Midsummer Night's Dream and Romeo and Juliet) in order to understand how a play is constructed.</p> <p>Students should be able to select relevant quotes to support an interpretation.</p> <p>Students should know that context can impact meaning and the purpose of a play.</p> <p>Students should know how to track themes throughout a play.</p> <p>Students should know how to identify and analyse writer's methods in a text.</p> <p>Students should know how to analyse characters and their development through plays and fiction.</p>

<b>Transferrable knowledge (skills)</b>	<p>Students should be able to understand information, events or ideas from other texts and use quotation and reference using this knowledge from other topics.</p> <p>Students should be able to deduce, infer and interpret information, events or ideas from a range of texts.</p> <p>Students should be able to explain and comment on writer’s use of language, structure and form.</p> <p>Students should be able to identify and comment on writer’s purposes and viewpoints, and the overall effect of the text on the reader.</p> <p>Students should be able to relate texts to their social, cultural and historical traditions</p> <p>The knowledge of Victorian society will be used and deepened with studying A Christmas Carol for GCSE English Literature.</p>	<p>This topic will build on students’ ability to make accurate inferences and select relevant textual references to support their viewpoint.</p> <p>This topic will build on students’ ability to retrieve explicit and implicit information from a text.</p> <p>Students will build on their ability to analyse the features of a fiction text.</p> <p>This topic builds on students’ ability to communicate clearly, effectively and imaginatively.</p> <p>It further develops students’ skills in organising information and ideas by developing confidence in their use of structural and grammatical structures to support cohesion and coherence.</p> <p>It also serves to further embed students’ technical accuracy.</p>	<p>Students will develop their skills of communicating clearly, effectively and imaginatively using their knowledge from Y7, Y8 which can be used to support the more stringent demands of GCSE writing in Y10 and Y11, as well as fictional genre writing in HT4/5.</p> <p>It further develops students’ skills in organising information and ideas by developing confidence in their use of structural and grammatical structures to support cohesion and coherence which can be used to support learning in Literature as well as Language writing.</p> <p>It also serves to further embed students’ technical accuracy as precise written communication is vital for all subjects and indeed for future careers and further studies.</p>	<p>Students should be able to understand, information, events or ideas from texts and use quotation and reference.</p> <p>Students should be able to deduce, infer and interpret information, events or ideas from a range of texts.</p> <p>Students should be able to explain and comment on writer’s use of language, structure and form.</p> <p>Students should be able to identify and comment on writer’s purposes and viewpoints, and the overall effect of the text on the reader.</p> <p>Students should be able to relate texts to their social, cultural and historical traditions.</p> <p>Students should be able to organise and present writing analysis work effectively, sequencing and structuring information and ideas.</p> <p>Students should be able to produce texts which are appropriate to task, reader and purpose</p>	<p>Read, understand and respond to other texts being taught for GCSE and also for possible future A Level studies.</p> <p>Students should be able to maintain a critical style and develop an informed personal response.</p> <p>Students should be able to use textual references, including quotations, to support and illustrate interpretations.</p> <p>Students should be able to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Students can show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Students should be able to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>
<b>Key skills students will explore and use</b>	<p>Critical comprehension, inference, deduction, close language analysis</p>	<p>Information retrieval, inference, evaluation, description, construction of a 5-part narrative structure, use of sensory imagery and show not tell</p>	<p>Full stop, comma, capital letter, apostrophe, text type, audience, purpose, tone, rhetorical question, repetition, rule of three, facts, opinions, emotive language, exaggeration, sub-heading, title, carbon footprint, climate.</p>	<p>Critical Comprehension, Inference, characterisation, use of narrative voice, textual reference, prediction.</p>	<p>Close language analysis, precise textual reference, authorial intent</p>
<b>Key vocabulary pupil will know and learn</b>	<ul style="list-style-type: none"> <li>• Perceptive</li> <li>• Astute</li> <li>• Charade</li> <li>• Obfuscate</li> <li>• Eccentric</li> </ul>	<ul style="list-style-type: none"> <li>• Fantasy: Cyclopean</li> <li>• Mystery: Inscrutable</li> <li>• Realism: Abruptly</li> <li>• Gothic: Funereal</li> <li>• Dystopian: Obedient</li> </ul>	<ul style="list-style-type: none"> <li>• Economical</li> <li>• Recyclable</li> <li>• Efficiency</li> <li>• Beneficial</li> <li>• Carbon-Footprint</li> </ul>	<ul style="list-style-type: none"> <li>• Sacrifice</li> <li>• Guileful</li> <li>• Traumatic</li> <li>• Propaganda</li> <li>• Mutilated</li> </ul>	<ul style="list-style-type: none"> <li>• Working Class</li> <li>• Middle Class</li> <li>• Equitable Society</li> <li>• Agenda</li> <li>• Injustice</li> </ul>
<b>Assessment activities</b>	<p><u>Formative Assessment:</u> Starting with this extract, explore how Sherlock Holmes is presented. (45 minutes) in class assessment using an extract as a stimulus</p> <p><u>Summative Assessment:</u></p>	<p><u>Formative Assessment:</u> Create a narrative short story aiming at 450-600 using the genres covered as stimulus.</p> <p><u>Summative Assessment:</u></p>	<p><u>Formative assessment:</u> article writing on climate change piece</p> <p><u>Summative assessment:</u> Formal letter – not to be assessed until HT5. 35 minutes. Teacher assessed.</p>	<p>No formal assessment. Live marking and AFL.</p>	<p>Assessment to take place in HT1 of Year 10</p>

	Starting with this extract, explore how Sherlock is presented as an intelligent character across all the stories. 45 mins in class assessment using an extract as a stimulus.	Redraft and improve a narrative short story aiming at 450-600 using the genres covered as stimulus.			
<b>Resources available</b>	<p>Short Stories of Sherlock Holmes: The Speckled Band, The Man with the Twisted Lip.</p> <p>Shared common scheme and lessons</p> <p>YouTube versions of the stories:  <a href="https://www.youtube.com/watch?v=PfmeOf3Qmjw">https://www.youtube.com/watch?v=PfmeOf3Qmjw</a>  <a href="https://www.youtube.com/watch?v=PTtiR9j-IQw">https://www.youtube.com/watch?v=PTtiR9j-IQw</a>  <a href="https://www.youtube.com/watch?v=xM1UnVZPYhE">https://www.youtube.com/watch?v=xM1UnVZPYhE</a></p>	<p>Shared common scheme and lessons.</p> <p><b>Dystopian Fiction</b>  Extract from <i>The Parable of the Sower</i> by Octavia E. Butler  Extract from <i>Annihilation</i> by Jeff Vandermeer</p> <p><b>Fantasy</b>  Extract from <i>The Hobbit</i> by JRR Tolkien.  Extract from <i>The Guinevere Deception</i> by Kiersten White</p> <p><b>Mystery</b>  Extract from <i>Firewatching</i> by Russ Thomas  Full mystery short story: <i>Foreboding</i> by Kamila Shamsie</p> <p><b>Realism</b>  Short story extracted from <i>On Earth We're Briefly Gorgeous</i> by Ocean Vuong..  Extract from <i>The Crow Road</i> by Iain Banks</p> <p><b>Gothic Fiction</b>  Extract from <i>Lacrimosa</i> by Silvia Moreno Garcia</p> <p><b>Independent Reading</b>  Realism extract from <i>Becoming Dinah</i> by Kit de Waal  Dystopian extract from <i>Delirium</i> by Lauren Oliver  Full Gothic Short story: <i>Don't Ask Jack</i> by Neil Gaiman  Full Modern Gothic short story: <i>The Fly Paper</i> by Elizabeth Taylor</p>	<p>Climate change SOL in staff shared area.</p> <p><a href="#">WATCH: Greta Thunberg's full speech to world leaders at UN Climate Action Summit - YouTube</a></p> <p><a href="#">Climate Change - What is Climate?   Young People's Trust For the Environment (ypte.org.uk)</a></p> <p><a href="#">Introduction to writing non-fiction - Writing non-fiction - AQA - GCSE English Language Revision - AQA - BBC Bitesize</a></p>	<p>Shared common scheme and lessons.</p> <p>Pearl Harbour:  <a href="https://www.youtube.com/watch?v=DNV8enpVwok">https://www.youtube.com/watch?v=DNV8enpVwok</a></p> <p><a href="https://www.youtube.com/watch?v=6llm06JOBtw">https://www.youtube.com/watch?v=6llm06JOBtw</a></p>	<p>Shared area lesson resources: See English faculty Team folder.</p> <p>AQA GCSE Specification:  <a href="https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance">https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance</a></p> <p>Context:  <a href="https://www.youtube.com/watch?v=ZR-d5DWup2U">https://www.youtube.com/watch?v=ZR-d5DWup2U</a>  <a href="https://www.youtube.com/watch?v=UgR3ATt1NUU">https://www.youtube.com/watch?v=UgR3ATt1NUU</a>  <a href="https://www.youtube.com/watch?v=ZqQh1d1J-98">https://www.youtube.com/watch?v=ZqQh1d1J-98</a></p>
<b>Notes</b> <b>Why this topic is important...</b>	<p>This topic provides an important bridge to studying <i>A Christmas Carol</i> at GCSE level (Victorian society).</p> <p>It also allows pupils to practise and refine writing about writers' methods in a text.</p> <p>Exploring the challenging, sometimes archaic, language used in these Victorian stories prepares them for the rigour of GCSE when they have to analyse texts</p>	<p>This topic focuses on an element of the GCSE English Language exam. It will provide them with the skills required to analyse fiction texts. It will provide them with the skills required to analyse both fiction and non-fiction texts.</p> <p>This will also support students with analysing extracts within the <i>Macbeth</i> and <i>A Christmas Carol</i> exam questions.</p> <p>This topic introduces how to write creatively and encourages imaginative</p>	<p>This topic is important as it explores how to use specific layouts and features for a range of non-fiction purposes. It is important that students learn it now as it is a gateway to GCSE which begins in Year 10.</p> <p>Additionally, it is important as they explore their own writing, and therefore students will practise using language, form and structure to create meaning and effects in order to influence a reader. It is important to learn this now</p>	<p>This topic provides an important bridge to studying <i>Power and Conflict</i> poetry at GCSE level.</p> <p>It also allows pupils to practise and refine writing about writers' methods in a text.</p> <p>Awareness of the conventions of the war stories can be applied to creative prose study.</p>	<p>This topic focuses on a GCSE set text and will be on the GCSE Literature examination. Through studying this text, students will improve their reading and literature analysis skills which can be applied to a range of other GCSE texts.</p> <p>In addition, this topic will help students to develop the habit of reading widely and often, appreciating the depth and power of the English literary heritage.</p>

	<p>written in the 1800s for English Language GCSE.</p> <p>Awareness of the conventions of the detective genre can be applied for creative prose study.</p>	<p>responses from students prior to the more structured approach at GCSE.</p> <p>Through exploring their own creative writing, students will practise using language, form and structure to create meaning and effects in order to engage a reader which aids their study of other writers' methods in the literature units.</p>	<p>as it aids their study of other writers' methods in non-fiction reading.</p> <p>In addition, climate change is a significant wider issue which will affect students beyond education and it is important to broaden their knowledge beyond fiction to prepare them for the real world and its many demands.</p>		<p>Through studying this topic, students will be able to write accurately, effectively and analytically about their reading, using Standard English.</p>
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